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Ninth  
Annual Report

of

The Public Schools

Wheeling, W. Va.

for the

School Year Ending July 31st  
1908



PUBLISHED BY ORDER OF  
THE BOARD OF EDUCATION



## Officers and Members of Board of Education

President—Frank W. Bowers.

Clerk—Walter H. Hall.

Superintendent—Hervey B. Work.

### Members

Sub-District	Name	Residence	Term Expires
Washington—	Walter L. Williams,	730 Main street.	1909
"	D. G. Morgan - -	635 Main street.	1911
"	Edward Rogers - -	525 Main street.	1913
Madison -	A. L. White - - -	503 S. Penn street.	1909
"	R. H. McKee - -	451 N. Huron street.	1911
"	James Cummins -	304 S. Front street.	1913
Clay - -	Dr. Robt. J. Reed -	100 Twelfth street.	1909
"	H. F. McNabb - -	43 Thirteenth street.	1911
"	W. J. Lukens - -	1308 Byron street.	1913
Union - -	John L. Kinghorn -	126 Sixteenth street.	1909
"	Paul O. Reymann -	101 Fifteenth street.	1911
"	George Helfer - -	63 Sixteenth street.	1913
Centre - -	Col. J. A. Miller -	2225 Chapline street.	1909
"	Louis F. Haller -	58 Twenty-second st.	1911
"	O. M. Wiedebusch,	2218 Market street.	1913
Webster -	Dr. J. A. Monroe -	2711 Eoff street.	1909
"	Chas. F. Schultze -	Warwood.	1911
"	F. W. Bowers - -	3322 Eoff street.	1913
Ritchie - -	Dr. E. L. Armbrecht,	3730 Jacob street.	1909
"	H. W. Schrebe - -	4046 Jacob street.	1911
"	W. J. Steen - - -	4040 Jacob street.	1913

## Standing Committees of the Board

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Finance—Messrs. White, Reed, Schrebe.

Accounts—Messrs. Rogers, McKee, Wiedebusch.

Salaries—Messrs. Reymann, Miller, Williams.

Text Books—Messrs. Monroe, Cummins, Armbrecht.

Rules and Regulations—Messrs. Lukens, Kinghorn, Steen.

German Language—Messrs. Haller, Helfer, Schultze.

Teachers and Schools—Messrs. Armbrecht, Rogers, Reed,  
White, Reymann, Schultze, Miller.

Buildings and Grounds—Messrs. Kinghorn, Williams, Cummins, Monroe, Lukens, Steen, Haller.

Public Library—Messrs. McKee, McNabb, Wiedebusch,  
Morgan, Helfer, Schrebe, Mr. President.

### Committee on Examination of Teachers

Superintendent H. B. Work, Ex-Officio.

Charles S. Brilles.

Dr. John L. Dickey.

Offices of the Board of Education, Schmulbach Building.

Regular meetings of the Board of Education are held on the third Thursday evening of each month.

The Superintendent's office hours are: 8:00-9:00 a. m.; 4:00-5:30 p. m., on all school days, and 9:00-11:00 a. m. on Saturdays.

The Clerk's office hours: 9:00 a. m.-12:00 m.; 2:00-5:00 p. m.



## Financial Statement.

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Statement of receipts and expenditures of the Board of Education for the fiscal year ending July 31, 1908:

### I. SCHOOL FUND

#### Receipts

Balance from previous year.....	\$ 2,697.84
Amount received from assessment by the Board of Education .....	123,881.74
Interest, 1907 .....	131.72
Delinquent taxes collected.....	536.05
Delinquent taxes collected, interest.....	25.27
From State School Fund.....	20,705.01
From state tax on public utilities.....	12,403.26
Tuition of non-resident pupils.....	1,353.90
Fines collected for non-attendance.....	47.00
Sale of old materials (Clay school).....	50.00
Money refunded to Board.....	84.57
Loan (three months).....	8,000.00
Total.....	\$169,916.36

#### Expenditures

Salaries of teachers and principals.....	\$104,512.02
Salary of supervisor of music.....	1,200.00
Salary of supervisor of drawing.....	1,200.00
Salaries of teachers of German.....	2,500.00
Salary of teacher of domestic science.....	827.60
Salary of teacher of manual training.....	921.02
Salaries of officers of the board.....	3,700.00
Salaries of city examining committee.....	90.00

Salary of stenographer.....	460.00
Salary of attendance officer.....	900.00
Salaries of janitors.....	6,779.81
Repairs to school buildings.....	25,966.80
Contingent expenses.....	968.06
Fuel and light.....	5,458.97
Furniture and apparatus.....	1,595.73
Books, stationery and supplies.....	1,895.75
Printing and advertising.....	1,139.09
Census and enumeration.....	289.92
Commencement exercises.....	263.82
Teachers' institute.....	299.05
Materials for drawing department.....	652.54
Materials for domestic science department.....	192.55
Materials for manual training.....	195.53
Boiler inspection.....	80.00
Rent for Board room and offices.....	1,058.00
Insurance.....	20.00
Refund taxes.....	226.47
Telephones.....	252.75
Clock service (Western Union).....	110.47
Miscellaneous.....	555.93
Collector's commissions.....	2,837.08
Balance remaining July 31, 1908.....	2,767.40
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	\$169,916.36

## BUILDING FUND

### Receipts

Balance from previous year.....	\$1,600.02
Amount received from assessment by the Board of Education.....	5,161.74
Interest, 1907.....	5.49
Delinquent taxes collected.....	22.33
Delinquent taxes collected, interest.....	1.05
From state tax on public utilities.....	516.80
Rent of property at 95 Zane avenue.....	150.00
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	\$7,457.43

### Expenditures

Condemnation proceedings, new High School site..	\$1,350.75
Interest on High School bonds, coupons due May 1.	2,250.00
Collector's commissions.....	110.49
Balance at close of the year.....	3,746.19
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	\$7,457.43

### LIBRARY FUND

#### Receipts

Balance remaining from previous year.....	\$5,268.31
From assessment by the Board of Education.....	5,161.75
Interest, 1907.....	5.49
Delinquent taxes collected.....	22.34
Delinquent taxes collected, interest.....	1.06
From state tax on public utilities.....	516.80
Fines collected in Library.....	137.00
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	\$11,112.75

#### Expenditures

Salaries of librarian and assistants.....	\$2,446.64
Salary of janitor.....	480.00
Rent of library room (including heat and light)...	1,942.00
New books .....	1,276.14
Binding and re-binding .....	786.35
Papers, magazines and periodicals.....	460.33
Printing and advertising.....	100.23
Insurance .....	101.00
New furniture .....	2,809.08
Miscellaneous .....	48.08
Collector's commissions.....	110.35
Balance remaining July 31, 1908.....	652.55
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	\$11,112.75

**Note 1.** The value of the property of the Independent School District of Wheeling, as shown by the assessor's books, upon which the levies for the various school purposes were made, was \$52,999,685.00. This is exclusive of the value of

property designated as "public utilities", upon which the taxes are collected by the auditor of the state.

The rates of levy in the various funds were as follows :

School Fund, 24 cents on each \$100 of taxable property.

Building Fund, 1 cent on each \$100 of taxable property.

Library Fund, 1 cent on each \$100 of taxable property.

Total levy for all purposes, 26 cents on each \$100 valuation.

**Note 2.** The School Fund provides resources for the salaries of all officers and teachers in the employ of the Board and for all general expenses of the Board.

The Building Fund provides resources only for the purpose of buying sites, or the erection of new school buildings.

The Library Fund provides for all expenses of the Public Library, which is maintained by the Board of Education.

## EXPENDITURES BY SCHOOLS

### High School

Salaries of principal and teachers.....	\$12,106.47
Salary of janitor.....	480.00
Repairs .....	346.72
Contingents .....	363.99
Fuel and light.....	345.78
Furniture and apparatus.....	193.03
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Total.....	\$13,835.99

### Washington School

Salaries of principal and teachers.....	\$11,285.55
Salary of janitor.....	659.81
Repairs .....	1,331.54
Contingents .....	13.18
Fuel and light.....	575.93
Furniture and apparatus.....	19.50
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Total.....	\$13,885.56

**Madison School**

Salaries of principal and teachers.....	\$14,729.28
Salary of janitor.....	840.00
Repairs .....	1,503.38
Contingents .....	142.83
Fuel and light.....	741.08
Furniture and apparatus.....	224.20
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Total.....	\$18,180.77

**Clay School.**

Salaries of principal and teachers.....	\$13,141.26
Salaries of janitors.....	1,080.00
Repairs .....	4,738.05
Contingents .....	44.23
Fuel and light.....	911.89
Furniture and apparatus .....	360.35
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Total.....	\$20,275.78

**Union School.**

Salaries of principal and teachers.....	\$ 9,025.00
Salary of janitor.....	660.00
Repairs .....	1,983.75
Contingents .....	224.23
Fuel and light .....	588.38
Furniture and apparatus .....	377.00
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Total.....	\$12,858.36

**Centre School.**

Salaries of principal and teachers.....	\$ 8,839.74
Salary of janitor .....	600.00
Repairs .....	12,204.23
Contingents .....	39.24
Fuel and light.....	368.68
Furniture and apparatus .....	126.15
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Total.....	\$22,178.04

**Webster School.**

Salaries of principal and teachers .....	\$13,041.55
Salary of janitor.....	780.00
Repairs .....	1,494.91
Contingents .....	115.57
Fuel and light .....	821.40
Furniture and apparatus.....	176.65
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Total.....	\$16,430.08

**Ritchie School.**

Salaries of principal and teachers .....	\$17,881.18
Salary of janitor .....	1,176.00
Repairs .....	1,899.85
Contingents .....	24.79
Fuel and light .....	780.67
Furniture and apparatus .....	33.35
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Total.....	\$21,795.84

**Lincoln School.**

Salaries of principal and teachers.....	\$ 4,461.99
Salary of janitor .....	384.00
Repairs .....	464.37
Contingents ..	
Fuel and light.....	325.11
Furniture and apparatus .....	85.50
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Total.....	\$ 5,720.97



TABLE III.

Enumeration of School Youth of the City for the School Year  
1908. Enumeration taken March-April, 1908.

## SCHOOL YOUTH—WHITE.

Districts.	Ages 6-16		Ages 16-21		Ages 7-14		Ages 6-21	Ages 7-14
	Boys	Girls	Boys	Girls	Boys	Girls	Boys & Girls	Boys & Girls
Washington ..	529	507	308	338	403	373	1682	776
Madison .....	459	450	187	181	303	291	1277	594
Clay .....	508	559	419	423	398	448	1709	846
Union .....	371	367	147	174	307	289	1059	596
Centre .....	471	438	324	249	348	314	1482	662
Webster .....	478	420	178	158	354	317	1234	671
Ritchie .....	663	701	364	319	554	590	2047	1144
Total.....	3479	3442	1927	1842	2667	2622	10,490	5289

## SCHOOL YOUTH—COLORED

Districts.	Ages 6-16		Ages 16-21		Ages 7-14		Ages 6-21	Ages 7-14
	Boys	Girls	Boys	Girls	Boys	Girls	Boys & Girls	Boys & Girls
Washington ..	13	3	5	6	10	3	27	13
Madison .....	2	3	..	..	2	3	5	5
Clay .....	34	51	67	48	31	34	200	65
Union .....	10	5	1	..	10	4	16	14
Centre .....	..	2	1	3	..	2	6	2
Webster .....	..	..	..	..	..	..	..	..
Ritchie .....	..	..	..	..	..	..	..	..
Total.....	59	64	74	57	53	46	254	99
Grand total	3538	3506	2001	1889	2720	2668	10,744	5388



TABLE IV.

Cost of Tuition in Different Schools of the City.

SCHOOLS	Total Amount of Salaries of Principals and regular Teachers of the Schools.	Proportionate Cost of Supervision of Music.	Proportionate Cost of Supervision of Drawing.	Cost of Instruction in German Language.	Total Cost of Tuition including all Departments of Instruction.
High .....	\$12,106.47	\$ 40.00			\$12,146.47
Washington ...	11,285.55	120.00	\$ 125.00	\$ 250.00	11,780.55
Madison .....	14,729.28	180.00	200.00	250.00	15,359.28
Clay .....	13,141.26	200.00	200.00	500.00	14,041.26
Union .....	9,025.00	120.00	125.00	250.00	9,520.00
Centre .....	8,839.74	120.00	125.00	250.00	9,334.74
Webster .....	13,041.55	120.00	125.00	250.00	13,536.55
Ritchie .....	17,881.18	240.00	250.00	500.00	18,871.18
Lincoln .....	4,461.99	60.00	50.00	250.00	4,821.99
Total ...	\$104,512.02	\$ 1,200.00	\$ 1,200.00	\$ 2,500.00	\$109,412.02

NOTE.—The aim in view in the above table has been to ascertain the exact amount paid for instruction in each of the schools in the city. The amounts paid to Principals and regular teachers of the different schools, as also that paid to the teachers of German, are definite. They are taken directly from the books of the Clerk of the Board. The amounts assigned to supervision of music and supervision of drawing are proportionate, and are based upon the relative amount of the supervisor's time devoted to each school.

TABLE V.

Enrollment, Attendance, and Average Cost of Instruction in the Schools for the Year 1907-1908.

SCHOOLS.	Total Enrollment	Average Monthly Enrollment	Average Daily Attendance	Amount Paid for Instruction	Cost of Instruction per pupil on Total Enrollment	Cost of Instruction per pupil on average monthly enrollment.	Cost of Instruction per pupil on average daily attendance
High .....	289	268	253	\$ 12,146.47	\$ 42.03	\$ 45.32	\$ 48.01
Washington ..	651	582	532	11,780.55	18.09	20.24	22.14
Madison .....	922	830	741	15,359.28	16.65	18.50	20.72
Clay .....	816	725	647	14,041.26	17.21	19.37	21.70
Union .....	463	410	350	9,520.00	20.56	23.21	27.20
Centre .....	546	482	436	9,334.74	17.10	19.37	1.41
Webster .....	745	631	536	13,536.55	18.16	21.45	25.25
Ritchie .....	1,137	1,015	881	18,871.18	16.60	18.59	21.42
Lincoln .....	140	121	105	4,821.99	34.44	39.85	45.92
Total ..	5,709	5,064	4,481	\$109,412.02	\$ 19.16	\$ 21.61	\$ 24.64

Note.—It will be observed in the table above that the cost of instruction is relatively high in Union and Webster schools. Reference to Table XII. will also show that the average enrollment per teacher in these two schools is below the average for the city. This latter fact accounts for the former. The individual tuition cost is high because the average enrollment per teacher is low.

The high cost of tuition in Lincoln school is accounted for in part for the same reason, and, in part, because the cost of high school instruction has not been separated from that of the grades. The number enrolled in each grade is small, and particularly so in the high school department.

TABLE VI.

Comparative Cost of Instruction in City Schools.

This comparison is made upon the basis of average daily attendance. In the year 1905 the cost does not include the instruction of pupils in German, nor the cost of Supervision in Music. These are included in 1906, 1907 and 1908, while, in addition, 1907 and 1908 include the cost of Supervision in Drawing.

SCHOOLS.	1905.	1906.	1907.	1908.
High .....	\$40.44	\$40.42	\$46.53	\$48.01
Washington .....	18.55	18.02	20.64	22.14
Madison .....	16.44	17.00	18.40	20.72
Clay .....	17.52	18.02	20.90	21.70
Union .....	20.39	20.66	23.31	27.20
Centre .....	19.87	17.91	19.84	21.41
Webster .....	19.36	18.95	22.20	25.25
Ritchie .....	17.15	17.10	19.99	21.42
Lincoln .....	53.70	40.59	46.41	45.92
Total .....	\$20.07	\$19.69	\$22.19	\$24.64

Note.—Table VI. discloses the fact that the cost of instruction has advanced for two successive years. The table itself, however, does not show the causes of the advance, which is due to increases made in the salaries paid teachers. The increase in 1907 was chiefly due to the addition of one-half month's pay; the increase in 1908 was due to an advance of all teachers' salaries, averaging about ten per cent.

TABLE VII.

Number of Pupils Enrolled in Different Subjects of Study in the Grade Schools. Only those are included who make use of a text-book in the subject.

SCHOOLS	Spelling	Reading	Writing	Geography	Language Lessons	English Grammar	Mental Arithmetic	Written Arithmetic	U. S. History	Physiology
Washington .....	392	575	392	157	299	93	157	270	93	19
Madison .....	547	850	547	307	351	196	307	423	196	47
Clay .....	490	750	490	274	321	169	274	400	169	27
Union .....	263	425	263	128	203	60	128	194	60	17
Centre .....	325	500	325	151	249	76	151	230	76	15
Webster .....	368	700	368	170	264	104	170	297	104	17
Ritchie .....	644	1070	644	305	447	197	305	357	197	43
Lincoln .....	71	110	71	40	47	24	40	56	24	7
Total .....	3100	4980	3100	1532	2181	919	1532	2227	919	192

Note.—All pupils in the city schools receive instruction in Music; and all pupils except those in the High School receive instruction in Drawing.

For the enrollment of pupils in the various subjects taught in the High School, see the "Report of the Principal of the High School", page 45.

For the enrollment of pupils in German in the Grade Schools, see Table XIV, page 22.



**TABLE IX.**  
**General Items Regarding Attendance, Etc.**

SCHOOLS	Total Enrollment	Average Monthly Enrollment	Average Daily Attendance	Average Daily Absence	Percent of Attendance	No. of Pupils Perfect in Attendance	No. of cases of Tardiness	No. of Days of School	Visits by the Superintendent	Visits by the Commissioners	Tardiness of Teachers	Cases of Corporal Punishment
High .....	289	268	253	7	97	29	91	188	44	....	19	....
Washington ..	651	582	532	20	97	44	98	188	86	41	34	90
Madison .....	922	830	741	41	95	27	477	186	130	88	36	94
Clay .....	816	725	647	30	96	46	363	188	99	16	56	120
Union .....	463	410	350	24	95	19	205	180	59	14	2	42
Centre .....	546	482	436	23	95	24	425	188	72	35	6	102
Webster .....	745	631	536	35	95	22	448	188	97	17	22	132
Ritchie .....	1137	1015	881	68	94	18	997	186	123	99	31	58
Lincoln .....	140	121	105	6	94	5	166	187	34	....	3	99
Total.....	5709	5064	4481	254	95	234	3270	188	744	310	209	737

**TABLE X.**  
**Comparison of Average Monthly Enrollment and Average Daily Attendance since 1905.**

	AVERAGE MONTHLY ENROLLMENT			AVERAGE DAILY ATTENDANCE		
	1905-06	1906-07	1907-08	1905-06	1906-07	1907-08
September .....	....	5053	5066	....	4516	4599
October .....	5147	5179	5137	4713	4586	4668
November .....	5228	5175	5104	4693	4583	4614
December .....	5182	5119	5090	4635	4515	4356
January .....	5197	5164	5139	4530	4344	4562
February .....	5226	5122	5092	4531	4410	4375
March .....	5171	5093	5079	4529	4310	4426
April .....	5168	5115	5079	4466	4311	4467
May .....	5077	4975	4930	4448	4131	4384
June .....	4924	4851	4883	4349	4338	4450
Total.....	5148	5085	5060	4544	4404	4490

TABLE XI.

Record of Promotion and Assignment of Pupils at the Close of School for the Year Ending June 12, 1908.

GRADES.	Remaining in		Promoted to		Totals		Totals
	Boys	Girls	Boys	Girls	Boys	Girls	Boys & Girls
Eighth .....	6	7	85	120	91	127	218
Seventh .....	31	25	142	152	173	177	350
Sixth .....	25	20	184	183	209	203	412
Fifth .....	110	79	226	227	336	306	642
Fourth .....	105	126	274	241	379	367	746
Third .....	104	87	256	295	360	382	742
Second .....	133	97	321	285	454	382	836
First .....	327	278	...	...	327	278	605
Total.....	841	719	1488	1503	2329	2222	4551

TABLE XII.

Average Enrollment of Pupils Per Teacher.

This table shows the average number of pupils per teacher, based upon three items, viz.: (1) The average daily attendance of pupils. (2) The average monthly enrollment. (3) The total enrollment for the year.

SCHOOLS.	Number of Teachers.	Average daily attendance.	Average monthly enrollment.	Total enrollment for the year.	Average daily attendance per Teacher.	Average monthly enrollment per Teacher.	Ave. En. per Teach. based upon total Enroll. for year.
High .....	11	253	268	289	23.0	24.4	26.2
Washington .....	17	532	582	651	31.3	34.2	38.3
Madison .....	23	741	830	922	32.2	36.0	40.1
Clay .....	20	647	725	816	32.3	36.2	40.8
Union .....	13	350	410	463	26.9	31.5	35.6
Centre .....	13	436	482	546	33.5	37.0	42.0
Webster .....	20	536	631	745	26.8	31.5	37.2
Ritchie .....	28	881	1015	1137	31.4	36.3	40.6
Lincoln .....	5	105	121	140	21.0	24.2	28.0
Total.....	150	4481	5064	5709	29.8	33.76	38.0



TABLE XIII.

Representing Interchange of Population in the City, as Represented by the New Enrollments, Transfers and Withdrawals for the Year.

The following statistics have been gathered mainly from reports furnished to the Superintendent's office through weekly reports made by the principals of the different schools. These weekly reports are made primarily for the purpose of keeping in touch with the residence of pupils who are within the age of compulsory school attendance. For evident reasons the reports do not take account of changes occurring within the first week of the school year.

SCHOOLS.	New Enrollments (1)	Transfers given (2)	Transfers received (3)	Pupils Re-entered (4)	Change of address (5)	Lost by removal from the city. (6)	Lost from all other causes. (7)
High .....	26	..	..	2	36	12	30
Washington .....	86	36	41	15	80	51	37
Madison .....	206	31	39	13	137	114	40
Clay .....	100	55	66	24	58	82	67
Union .....	103	29	16	14	71	30	34
Centre .....	116	52	31	20	69	36	42
Webster .....	182	46	43	23	61	72	75
Ritchie .....	234	32	27	13	131	91	79
Lincoln .....	27	..	..	2	18	10	8
Totals.....	1080	281	263	126	661	498	412

(1) "New enrollment" means enrollment for the first time in the public schools within the school year.

(2) "Transfers given" includes only those who have gone from one school district to another in the city.

(3) "Transfers received" is practically the same as transfers given. The two items should show the same total.

(4) "Pupils re-entered" comprises those who, having withdrawn within the year from one of the city schools for any reason, return and take up their school work again.

(5) "Change of Address" applies to those who have



moved from one part of the city to another, but have remained in the public school.

(6 and 7) These are self-explanatory. They might be grouped under the heading "Withdrawals," and include all those who have permanently left the public schools during the year. They include those who have removed from the city, who have left school because of ill-health, entered private or parochial schools, or, being above the compulsory school age, have gone to work. To indicate the net loss under this item the total given should be diminished by the number of those who have re-entered.

Tables of statistics, while not always interesting reading, nevertheless bring to our attention some rather interesting facts. As an example of this, the preceding tabulation shows something of the migratory character of a city's population. It is shown in this table that 498 pupils enrolled in the city schools withdrew at some time during the year because their families were removing from the city. A part of this loss is due to the movement of population toward suburban homes; but a very large part of it is due to industrial and economic conditions which caused families to seek employment elsewhere.

In addition to this movement from the city there were reported to the Superintendent's office changes of address for 661 pupils. These, at some time or another during the year, changed from one home to another within the city. This figure is, if anything, less than the actual number of those who changed residence. Added to those who removed from the city, the total is 1,159, or almost one-fifth of the entire enrollment.

Besides the loss to our schools of those who left the city, 412 city residents discontinued their school work. Many different reasons brought about this result. Part of it was caused by sickness, part results from the necessity to work in self support, or in support of the family, some by indifference, and part of it by changing to private or parochial schools. On the basis of the total enrollment of 5,709, almost nine per cent. (.087) of the whole enrollment was lost by removal from the city, and about seven per cent. (.072) for various other reasons.

The two items together make a total of sixteen per cent (.159) of the entire enrollment of the public schools lost from the schools from various causes. The ratio is one in six.

It becomes an interesting speculation as to what number of people move into or move away from a city. It is generally assumed that the school population of a city is about one-fourth of its entire population. In Wheeling the school enrollment (including the parochial schools) is about 68 per cent. of the school enumeration, and of this number 51 per cent are enrolled in the public schools. Assuming that those lost by removal from the city was in the same ratio in the parochial as in the public schools, it would seem that almost four thousand people left the city within the school year. If course, the movement is not all in one direction. For all those who moved away, perhaps an equal number moved in.

TABLE XIV.

Report of the German Department of the Elementary Schools  
for the Year Ending June 12, 1908.

SCHOOLS.	Whole number enrolled.	No. of pupils of German parentage.	No. of pupils not of German parentage.	No. of pupils enrolled in eighth grade.	No. of pupils enrolled in seventh grade.	No. of pupils enrolled in sixth grade.	Total cost of instruction.	Average cost of instruction per pupil enrolled.
Washington .....	20	12	8	2	2	16	\$250.00	\$12.50
Madison .....	35	11	24	6	13	16	250.00	7.14
Clay .....	56	33	23	10	16	30	500.00	8.93
Union .....	27	11	16	4	10	13	250.00	9.26
Centre .....	29	18	11	9	11	9	250.00	8.62
Webster .....	61	35	26	6	22	33	250.00	4.10
Ritchie .....	91	70	21	17	22	52	500.00	5.49
Lincoln .....	16	..	16	7	3	6	250.00	15.62
Total.....	335	190	145	61	99	175	\$2500.00	\$ 7.46

TABLE XV.

Estimated Values of School Properties in Independent District of Wheeling as Prepared by Committee on Buildings and Grounds, August 11th, 1908.

SCHOOLS	Ground.	Foundation.	Above foundation.	Furniture, including heating plant.	Total.
Washington .....	\$18,200	\$ 8,000	\$42,000	\$ 8,600	\$76,800
Lincoln .....	.....	3,200	16,800	3,000	23,000
Madison .....	45,000	8,500	45,500	10,000	109,000
Clay .....	36,000	3,000	34,240	3,510	76,750
Annex .....	21,200	4,850	31,280	6,090	63,420
Union .....	29,400	.....	.....	1,365	30,765
Centre .....	30,000	12,000	30,000	14,000	86,000
Webster .....	28,283	11,500	60,000	12,060	111,843
Ritchie .....	11,000	6,366	40,000	6,300	63,666
Annex .....	6,800	2,787	15,000	3,000	27,587
High .....	40,000	.....	2,500	4,332	46,832
Total.....	\$265,883	\$60,203	\$317,320	\$72,257	\$715,663

JANITOR'S RESIDENCES.

	Ground*	Foundation	Above Foundation	Total
Washington .....	.....	.....	\$850	\$850
Lincoln .....	.....	.....	500	500
Madison .....	3,000	.....	1,000	4,000
Clay .....	.....	150	1,350	1,500
Annex .....	.....	800	1,900	2,700
Union .....	.....	400	1,400	1,800
Centre .....	.....	750	1,500	2,250
Ritchie .....	.....	200	1,500	1,700
Annex .....	.....	125	1,200	1,325
Total.....	\$3,000	\$2,425	\$11,200	\$16,625
Total.....	\$722,288.00			

\*—The janitor's residence in all cases except Madison School are on a portion of the regular school lot and the value of the ground is therefore included with the value of the school ground.

TABLE XVI.

Schedule of Salaries Paid Principals and Teachers for the  
School Year—1907-1908.

Principal of High School.....	\$1,900.00
Principals of Sub-district schools, each.....	1,450.00
Principal of Lincoln School (colored).....	1,275.00
Supervisor of Music.....	1,200.00
Supervisor of Drawing .....	1,200.00
Instructor in Manual Training.....	1,000.00.
Instructor in Domestic Science .....	850.00
High School Teacher of Sciences.....	1,100.00
High School Teacher of History .....	1,100.00
High School Teacher of Commercial Subjects .....	1,100.00
High School, general assistant.....	1,050.00
High School assistants .....	850.00
Teachers in charge of Annex buildings.....	700.00
Eighth Grade teachers .....	675.00
Seventh Grade teachers.....	640.00
Sixth Grade teachers .....	610.00
Fifth Grade teachers.....	585.00
Fourth Grade teachers .....	560.00
Third Grade teachers.....	560.00
Second Grade teachers .....	560.00
First Grade teachers.....	560.00
Teachers of German in the grade schools .....	500.00
Attendance Officer .....	900.00
Stenographer .....	480.00
Librarian .....	1,000.00
First Assistant Librarian.....	720.00
Second Assistant Librarian .....	660.00

New Teachers.—Teachers who have had less than one year's experience in graded school work receive \$90 less than the regular salary of the grade to which they are assigned for the first year, but for subsequent years receive the full salary of their grade.

Substitutes.—(To be paid by teachers for whom they sub-

stitute.)—Substitutes shall receive for their work 80 per cent. of the regular salary of the teacher for the time service is rendered. In ascertaining this item for a day, the monthly salary of the regular teacher is divided by 20, and 80 per cent. of the quotient constitutes the substitute's pay.

**Salaries of Janitors.**

	Year.
High School building .....	\$480.00
Washington School building.....	660.00
Madison School buildings .....	840.00
Clay School building.....	600.00
Jefferson School building .....	480.00
Union School building.....	660.00
Centre School building .....	600.00
Webster School building.....	780.00
Ritchie School building .....	720.00
Ritchie Annex School building.....	456.00
Lincoln School building .....	384.00
Library and Board of Education rooms .....	600.00

In addition to the above salaries, janitors in all cases, except the Library and High School, are furnished homes with rent, light, and fuel free. For the High School, in lieu of a house, a cash allowance is made for rent.

**TABLE XVII.**

**Classified Summary of Expenditures in the School Fund.**

**I. Instruction—**

Salaries of teachers of high school.....	\$ 11,150.00
Salaries of teachers of elementary schools..	80,037.02
Salaries of teachers of German in elementary schools .....	2,500.00
Salary of teacher of domestic science.....	827.60
Salary of teacher of manual training.....	921.02
	<hr/>
	\$ 95,435.64

**II. Supervision—**

Salaries of principals .....	\$ 13,325.00
Salaries of supervisors of music and drawing	2,400.00
	<hr/>
	\$ 15,725.00

## III. Administration—

Salaries of officers of the board .....	\$ 5,150.00
Rent of executive offices for the board.....	1,058.00
Printing and advertising .....	1,139.09
Census and enumeration .....	289.92
Commencement exercises .....	263.82
Teachers' institute .....	299.05
Books, stationery and supplies .....	1,895.75
Refund taxes .....	226.47
Telephone service .....	252.75
Western Union clock service .....	110.47
Special supplies for various departments ...	1,040.62
	<hr/>
	\$ 11,725.94

## IV. Care and Maintenance of Property—

## Repairs and Improvements—

New heating plant in Centre	
School .....	\$ 9,935.00
New heating plant in Jefferson	
School .....	3,800.00
General .....	\$12,261.80—\$ 25,996.80
Fuel and light.....	5,458.97
Furniture and apparatus.....	1,595.73
Boiler inspection .....	80.00
Boiler insurance .....	80.00
Salaries of janitors.....	6,779.81
	<hr/>
	\$ 39,931.31

## V. Bills Payable—

To ninety-day loan .....	\$ 8,000.00
	<hr/>
	\$ 8,000.00

## VI. Miscellaneous—

Contingent expenses .....	\$ 968.06
General miscellaneous .....	555.93
	<hr/>
	\$ 1,523.99

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Grand total .....\$172,341.88

### Comment.

The little study presented above is an attempt to classify the expenditures from the School Fund under certain general items. For this report there are six groups in the classification. Ordinarily there would be but four. The fifth item, "Bills Payable," is an unusual entry to be found on the books of our board. It is very seldom, indeed, that its expenses have exceeded its income, but for the past year, for some reason, the income was less than it was estimated that it would be, and it became necessary to borrow money to carry the board over to the time when the income for the following year would be available.

The sixth group designated, "Miscellaneous," could it have been gone over item by item, would doubtless have been found to belong in part to "Administration," and in part to "Care and Maintenance of Property." There has not been opportunity, however, to do this. The amount involved is not large, and would not materially change the result in either of those items.

Some questions may arise as to the propriety of placing certain items in the groups where they occur. In explanation it can only be said that they have been put where they seemed to the compiler most appropriately to belong. No previous attempt has been made to study these expenditures in this way, and consequently there were no precedents to follow.

The particular value of this classification is not so apparent from consideration of the gross amounts assigned to each group of expenditures as it is from the comparative amounts. Stated in percentages the ratio of each group to the total expenditure is:

I. Instruction .....	55.3%
II. Supervision .....	9.1%
III. Administration .....	6.8%
IV. Care and Maintenance of Property..	23.2%
V. Bills Payable .....	4.7%
VI. Miscellaneous .....	.9%
	<hr/>
	100.0%

Combining still further we note that Instruction and Supervision comprise 64.4% of the gross expenditures in this fund, and all other items comprise 35.6%.



## Report of the Superintendent of Schools

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To the Board of Education :

Gentlemen—I have the honor to submit at this time the annual report of the schools of our city for the school year ending July 31, 1908.

In passing the year's work in review, I am, on the whole, well pleased with the situation. There have been discouragements, of course, there always are, but these have passed away and the final summing up shows that in many respects our work has been bettered. I shall not undertake to point out all the evidences which bring me to this conclusion, but some of them will appear indirectly in the following pages.

One of the evidences of improvement and progress in the development of our school work is the better feeling which prevails with regard to its success. There has been, if I am not mistaken, a deepening interest on the part of teachers in the underlying principles of their art. The best results in teaching can only come from a clear conception of the purposes of education and a clear insight into the character of those to be taught. In both these respects the past year has shown an increased interest. .

The efforts of principals and teachers to bring their schools up to the standard of effectiveness, which we desire for them, is commendable and is producing results that are very evident. The disposition on the part of teachers to take advantage of opportunities for self-improvement are commendable. Quite a number of them have within the last year or two been in attendance at some of the numerous summer schools provided for teachers. Quite a large number of them are members of the various literary organizations of the city. Others are enrolled in private classes which have set for them-



selves the study of some special subject in language, literature or art. A number of the principals and teachers formed a class for the study of the philosophy of education, taking for their text Horne's work on that subject. All these are evidences on the part of our teachers of their interest in their work, their desire for self-improvement, and their willingness to prepare themselves for yet better work when the opportunity presents itself. I feel that the board should take note of these efforts on the part of teachers and lend every encouragement to them that it can. Leave of absence for the purpose of attending school should unhesitatingly be granted.

To give opportunity for a further study of the professional side of teaching, preparation has been made for the ensuing year for Reading Circle Work. The fact that so many of our teachers have received appointments without having had special courses in training for their duties gives strong reason for instituting such a line of work. It is very evident that to secure the best work in our schools we should have well trained teachers. If they do not have the training when they enter upon the work, they must get it after they become teachers. To remedy, at least in part, such lack of professional preparation as may have occurred in the past, is the purpose of this new plan. It contemplates a careful, critical study each year of some of the standard books on School Management, Method or Psychology.

The plan of the Reading Circle has been in use for about twenty-five years, and in many of our States it has been productive of great good. It is a part of the school work of our own State and is under the direct control of the State Superintendent of Schools. It has this advantage particularly, that it unifies the professional reading and study of a body of teachers for the year, and gives a common ground for the discussion of such educational questions as may arise. Knowing the good that has been accomplished elsewhere, I await the outcome of this work in our own city with great confidence in both its immediate and ultimate value.

I am hoping that the conditions in our school system will soon shape themselves so as to permit us to inaugurate a new

department of school work. In fact, I believe the way will be open for this within a year or two. That department should be for the training of teachers. Our need is a city normal department. Trained teachers are needed in school work everywhere and at all times. So long as we follow our present mode of appointing the large majority of our teachers from the graduates of our own schools, and that without requiring them to have any other direct training for this specific work than the fragmentary experience which they gain from an occasional opportunity as substitutes, so long will our schools suffer. It is the experience of every city that the majority of its teachers are appointed from its own people. If this is to continue to be the practice, as no doubt it will (and there is no good reason why it should not, if proper care be taken in making appointments), then each city ought to see to it that its new teachers are prepared for their work by a special course of training. That training, where there is a constant demand for new teachers, should, perhaps, be provided by the city. I am of the opinion that the establishment of such a department to prepare teachers for our own schools would be fully justified. When we consider, however, that there are many other schools very near to us, and that the supply of teachers is small, I see no reason to doubt that the number of those desiring to take advantage of it will be quite large, and that such a department, if well conducted, will be called upon to furnish a very large number of teachers to surrounding towns and cities.

One of the marked deficiencies at first of those who take up the teacher's work is a lack of thoroughness in the common school subjects. While a training course should give due regard to training in methods of instruction and in school management, it should also aim at a mastery of the subject matter to be taught. The course should include a definite, complete, thorough review of the elementary school subjects. A thorough knowledge of the thing to be taught must precede the possibility of the best teaching of it.

We have been hindered from establishing such a department because of a lack of room for it. Our school buildings have been crowded to their full capacity, but with the erection

of a new high school building, which is now assured, I hope that you will see the wisdom of making provision for the department here suggested, that you will order its establishment, and that you will put a competent training teacher in charge of it.

### **A New High School.**

On July 16, 1907, there was submitted to the people a proposition to issue bonds to the amount of \$200,000 for the purpose of buying a site and erecting a high school building thereon. This proposition was ratified by a vote of 2,032 for and 896 against it. The bonds were prepared and advertised for sale, and the sale of all of them consummated by April 1st, 1908. In the meantime steps had been taken to secure the site. This was a prolonged and tedious process. Resort was had to the courts in condemnation proceedings, and at last a plot of ground, having a street frontage of 236 feet and depth of 122 feet, was secured at a cost of about \$90,000. The litigation involved in securing the site deferred the work of construction so much that plans for the building were not adopted until near the end of the year. Since the close of the year, included in this report, the contract for building has been let and the work has begun.

The completion of this building will greatly increase the efficiency of the high school work, which has been hampered because of a crowded and poorly adapted building. This has long been realized, but difficulties in the way have prevented an earlier change. Several new matters can be taken up then, because there will be more room and better equipment. Among these are manual training, domestic science and a normal training course.

### **Manual Training and Domestic Science.**

Manual training, as will be seen by the report of the instructor in manual training, which appears elsewhere in this report, was begun last September. We were so unfortunate as to lose the equipment when the building burned, and, not having any other place available, we were obliged to abandon it. The same was true, in part, of domestic science. The work,

while conducted on a relatively small scale, was entirely successful. So much was learned and gained from it that I wish to press the matter urgently of re-establishing it and providing for it on a more extended scale. It seems particularly fitting that a city so largely engaged in manufacturing should adapt its school work, to some extent, at least, to the conditions of the local community. Manual training will tend, of course, to develop such manual skill as pupils may possess; it will discover special aptitudes in mechanical lines, but it ought chiefly to hold as its principal purpose the development of intellectual power through the exercises and operations of the manual training shop. It is the necessity of the city child that ways and means must be devised for him to have opportunities for manual expression. The country boy finds these opportunities all about him, the city boy does not, yet the city boy is as competent to express himself through manual forms as the country boy is.

What has been said of manual training relative to its practical value as a school exercise is also true of domestic science. It is a practical subject and ought to be a regular part of our school work. Its benefits are greatest in that it supplements home training, which is often fitful and by rule of thumb, by a systematic and scientific scheme in which the various requirements of the home are shown in their proper relations.

After the building burned the work in sewing was continued, but the work in cooking was abandoned.

### **Loss of Union School Building.**

The past year has been notable for the number of school buildings destroyed by fire. In no other single year, perhaps, has the number of school house fires been so large or the property loss so great. The burning of the building at Collinwood, Ohio, with its great loss of life, shocked the country and emphasized the necessity for the greatest possible care in the erection and equipment of all public buildings to guard as fully as possible against the dangers incident to fire.

In this list of burned buildings Wheeling has a place. On February 3, 1908, the Fourth Ward, or Union School, building

was burned. About 10 o'clock on that morning the fire was first discovered under the floor of the Manual Training room and near one of the registers opening into it. The fire seems to have originated through some defect in the furnace, which was located under that part of the building. Efforts were at once made by the teacher and pupils in the shop to check its spread, the principal and janitor were immediately called, and an alarm turned in calling the city fire department.

In the meantime, recognizing the gravity of the situation, the principal gave the signal for the fire drill and the building was at once cleared of pupils without accident or even excitement. This lack of excitement was chiefly due, perhaps, to the fact that the pupils were not aware that there was an actual fire, believing it to be but a practice drill.

The fire department responded promptly, but was unable to get the fire under control until it had spread so as to involve the greater part of the building. When at last it was put out the entire building was practically valueless, and it was deemed best to rebuild entirely, rather than attempt to repair the walls that were left standing.

As soon, therefore, as possible the Board authorized the Committee on Buildings and Grounds to take the necessary steps to erect a new building, and by the close of the school year the plans had been accepted, the contract let for a building to cost about \$60,000, and work had begun.

Very fortunately we were able to secure the old Federal Building, which had been vacated by the government officials a few months before, on the completion of the new Post Office building at the corner of Twelfth and Chapline streets. A force of men was put at work cleaning and repairing the building, seats were transferred from the wrecked building, and within ten days the school was again housed and at work.

For the prompt permission of the Secretary of the Treasury, Hon. Geo. B. Cortelyou, to make use of the Federal building for school purposes we were indebted to the efforts of Senator N. B. Scott and the representative from this district, Hon. W. P. Hubbard, who very kindly took up the matter in our behalf.



As in other cities, so here, the possibility of loss of life in connection with any such misfortune as a burning building, has caused precautions to be taken to reduce to a minimum all such risks. Our buildings have been gone over with special reference to the arrangement of doors and exits. All changes necessary to expedite clearing the building quickly, if necessary, have been made, and more systematic practice of the fire drills enforced.

Other provisions which will add yet more to the safety of pupils in school are contemplated for the coming year, but they are such as could not be undertaken within the current year.

### **Spelling.**

Within this past year special attention has been given to increasing interest and securing better results in spelling. At various times lists were prepared from the lessons covered in the text-books up to the time of the examination and submitted to the classes. These papers were graded in the superintendent's office and the results tabulated. While the amount of work so entailed upon the office force was heavy, yet it is believed that it was time well spent.

The lists of words selected were usually the more difficult ones that were to be found within the space covered. The papers were carefully marked and percentages assigned. In making reports upon the papers the schools and rooms were named, together with the grades obtained. Teachers of like grades were thus enabled to make comparisons of the work of their rooms with others. It must be admitted that the tests were more rigid than they would have been under other circumstances, but it was known that the tests were to be made. The work served its purpose of directing the attention of all to the importance of accurate spelling and caused time to be devoted to drill in this subject.

### **Penmanship.**

Special consideration was also given to the matter of penmanship. Results in this subject have not been as good as were desired. Comparison with some manuscript work of

twenty years ago seemed to indicate that we were losing in legibility, neatness, and characteristic form in penmanship. The special efforts for improvement were taken up somewhat late in the year so that no very marked improvement could be noted before the end of the year, but steps were taken to prepare for further emphasis on this subject.

It is true that these are subjects which are not rated so highly as they once were, and yet it is true that they are of very practical utility. It is altogether desirable that pupils should learn to spell accurately and to write legibly. Neither of these desirable ends can be obtained without careful practice. We learn to spell by spelling, and to write by writing. But either is learned not so much by the **amount** of practice as by the **kind** of practice. A limited amount of drill, when the attention is concentrated, will produce more valuable results than double the amount of work where attention is scattering.

### **The Three R's.**

Much has been said of extending and enriching the courses of study in these later days, and much good has been accomplished in so doing. There are many subjects whose study is of great value and which might well be included among those to be taught in our public school system if there were time for them. But whatever may be done in the way of extension and correlation and enrichment, reading and spelling, writing and arithmetic, must have their proper attention. The "three R's" can by no means be eliminated from the course. They are fundamentals, and the highest skill in each of them is desirable. They are the standards by which the business world at least must judge the large number of young people who make application for positions. It is a valuable asset to any young person to be able to write a clear, legible hand, to spell correctly, and to be accurate in computing. It is, therefore, my purpose and aim to secure the best results possible in these branches. For this reason I have emphasized and am emphasizing their importance.

### Amount of Time Spent in School.

Now and then there appears from various sources an effort on the part of people who are greatly interested in the work of the schools to bring about a shorter school day. The idea may be connected to some extent with the movement the country over to secure a shorter working day. In our busy industrial life the workmen of our country are breaking records by the amount of work which they accomplish within a given time. Their work is intensive and exacting, and the desire for a shorter day is a very natural one. To some extent the same principle is found in our school work, and those who are responsible for the management wish to accomplish all they can in the time that the schools are in session. There is so much that would be of value to people if time could be found for instruction. In the desire to give as much as possible of these valuable things, the tendency is to crowd the courses of study.

But the conditions in school have this difference from those in the industries, there is greater variety of work, and instead of one long, steady strain from start to finish, there is an alternation of work between that which is easy and that which is more difficult. In addition to this alternation of work, in which regard is paid to the comparative difficulty of the various subjects of study and to the lowering of the physical and mental power to work of the pupil as the day's work progresses, there are absolute breaks in the strain of attention caused by the intermissions for play or for the midday meal.

The following computation regarding the actual time the pupil is required to be in school compared with the time he is out of school may help us to form our conclusions regarding this oft discussed question.

The actual time that a first or second grade pupil is required to be in school is three and a quarter hours per day. As the maximum length of the school year cannot be more than one hundred and ninety days, the entire time for the school year cannot exceed six hundred and twenty-seven hours. There are eight thousand seven hundred and sixty-six hours in the year. The child has left for such other uses as



may be necessary or desired eight thousand one hundred and thirty-nine hours. In other words, a first or second grade pupil spends, all told, seven per cent of his time each year in school.

Third and fourth grade children are required to spend seven hundred and ninety-eight hours per year in school; seven thousand nine hundred and sixty-eight hours remain for them outside of school. The percentage of time per year spent in school by pupils of these grades is nine.

Pupils of the four grammar school grades spend nine hundred and sixty-nine hours per year in the school room. This is about eleven per cent of the time of an entire year. It will thus be seen that the amount of time per year required to be spent by the grade children actually in the school room varies from seven to eleven per cent.

High school pupils are required to spend nine hundred and fifty-nine and one-half hours in school which is about the same as that of the grammar grades.

In making the computation given above, no account has been taken of the time which children may be required to spend in making up work. Recesses and intermissions have also been excluded. The school year has been taken at its maximum of one hundred and ninety days, when, in fact, because of holidays and other interruptions, it averages nearer one hundred and eighty-five days.

Of course, a part of the time which remains for the pupil's own use is necessarily employed in the preparation of school lessons, and this becomes increasingly true in the higher grades. The amount of time given to home study varies of course with the capability of each pupil, and cannot be controlled altogether by the teacher or the school authorities.

### **Compulsory School Attendance.**

The closing portion of the school year put a severer test upon the enforcement of the compulsory attendance law than any other period since its enactment. During the earlier years we were in times of abundant work and good wages. The temptation then was to quit school to go to work because of

the opportunities to obtain good paying positions. But with the sudden development of the break in industrial conditions and the loss of employment by hundreds of men a new situation developed,—that of the need for children to quit school to work that they might contribute to the family support. Fathers of families were willing to work, but could find no employment. It seemed easier for the boys and girls to get work than for able-bodied men and women to do so.

There were many requests to have children excused from school attendance that they might obtain positions. All such requests were investigated as carefully as the time permitted and in some of them permission was granted. All such, however, were given upon the condition that this action should be approved by the Commissioner of Labor, Mr. I. V. Barton, in order that there might be no conflict between the labor authorities and those of the school.

Through the efforts of the attendance officer, the interest of the teachers of our schools, the generosity of many well-to-do people, and the co-operation of the various charitable organizations, much was done to aid temporarily those who were out of employment so that it would not be necessary for the children to quit school. It becomes more evident to me each year that what we need in our country is not more work, but more economy and thrift. In general, we are prodigal when money is plenty. Some people are poor by force of circumstances, but more are poor because of bad management, poor judgment, and lack of force of character.

This subject leads one away from pedagogy into sociology. To require the attendance in school of all children of certain ages requires a seeking into the causes as to why children are absent. Naturally these reasons are varied. The great majority of them are of a temporary nature, but there is one cause that gives more concern than any other, and that is the belief that the child's earnings are necessary to the support of the home. This is sometimes true, and sometimes not. It has been presented to me as a reason for excusing their children from school attendance by men with bank accounts greater than my own; by persons with property

in their own name, and other property purchased; by persons who could, but would not, work themselves if they could have children to work for them; and by parents whose own earnings were selfishly and unprovidently spent and whose families received no benefit.

As yet laws are not so framed as to make a man's wages the property of his family and first applicable to supplying their needs. The wage-earner may spend his own earnings as he chooses, even if he is so selfish, or so weak, as to spend them for his own gratification while his family suffers, and in such cases it seems hard to cause suffering to other members of the family by refusing to permit older children to seek employment. The question narrows down to this: shall the community require attendance of children in school in order to fit them more fully for true citizenship in after life, even though the community finds it necessary to contribute to the support of such families during the period of school attendance? The question is nowhere fully answered, although in at least one state an experimental answer is being made in the affirmative, to this extent, that boards of education are required to make up to the family what would be added to the income by the child's earnings. Such cases are not classed as paupers, nor is the amount paid regarded as appropriated from the poor fund.

Has the community a greater interest in the future well-being of the individual and of society than it has in saving for itself a few present dollars? If it has, then it will provide for present necessities in the homes of those who are really needy in some such way as has been indicated, and require the school attendance of the child; if it has not, it will permit the child to remain out of school in order that its present earnings may relieve society from an indigent charge. If society could and would get right down to the root of the matter it could greatly lessen the number of such cases to be considered, and when those which are preventable were eliminated, all others could easily be borne by the social organization so long as might be necessary.

### History of Madison School.

In pursuance of the purpose announced last year, I am continuing the publication of the histories of the separate city schools. The history of Madison School appears with this report. It has been prepared with special care by Mr. D. T. Williams, who has been the principal of the school for the past six years. The preparation of such an article requires an amount of labor not realized by the average person. The sources of information are incomplete and we are now so far from the beginning of the public schools that there are not many whose recollection of the incidents of the first decade are either full or clear. As the records of the Board for that time are brief there is much that would be interesting in the history of the city schools that will soon be lost forever. In order to secure as much as possible of this traditionary history while it is yet possible to verify it, in part, from official records, the history of the two remaining schools—Clay and Centre—will appear in ensuing reports. When these reports have been prepared and published, the entire field will have been covered except the High School which is of such recent organization that its history is familiar to all.

### The Wheeling Teachers' Association.

The Wheeling Teachers' Association was organized late in the year 1906. It includes in its membership about three-fourths of all the teachers in the schools. During the following year it completed its organization and matured its plans to carry out the purposes specified in its constitution. In the past school year its purpose has been developed in the course of University extension lectures on American History given by Dr. Edwin E. Sparks of Chicago University.

These lectures covered the period of the separation of the colonies from Great Britain, The American Revolution, "The Critical Period," and the organization of our government under its present constitution. The events of the time were grouped about the men who held prominent places as leaders

through that period of almost forty years. The titles of the lectures were:

1. Benjamin Franklin, the Colonial Agent in England.
2. Samuel Adams, the Man of the Town Meeting.
3. John Adams, the Partisan of Independence.
4. Robert Morris, the Financier of the Revolution.
5. Alexander Hamilton, the Advocate of Stronger Government.

6. George Washington, the First President.

These lectures were attractive and entertaining and were well patronized both by the teachers of the city schools and by many of the citizens. While throwing new light on many of the men and movements of the time, they made a very profitable review for the students of history of the general facts found in our histories.

The course was profitable financially as well, and this experiment so successfully conducted points the way to further opportunity of usefulness in other years.

Later in the year the Association brought Miss Sarah Holton for a lecture on the art of story telling. Her work in illustration of her theme was very good and the results apparent in the increased interest of many of our teachers in the matter of story telling are greatly appreciated.

The Constitution and By-Laws of the Association appear as a part of the appendix to this report.

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In concluding this discussion of matters pertaining to our schools, I wish to direct your attention to the special reports of the various departments which follow. They have been prepared by those in charge of the departments and will give information about the work already done, as well as indicate the plans which are entertained for the coming year. Taken with the discussion and statements which have preceded they show the present conditions quite fully. They are commended to you for careful reading.

I take this occasion to express my appreciation of the work done during the year by teachers, principals, and super-

visors and to commend them for their help and assistance in carrying out the plans for advancing our work.

To the Board of Education as a body and to the members individually, I am indebted for their very cordial support of my administration.

Respectfully submitted,

H. B. WORK.

## Report of Principal of Wheeling High School.

Hervey B. Work, Superintendent  
Wheeling Public Schools.

Sir:—I have the honor to submit herewith my fourth annual report, being that for the school year 1907-1908.

### Changes in Faculty.

Several changes in the teaching corps were made during the year. Mr. J. E. Mealley, who had charge of the history department for two years, did not apply for re-appointment, and Mr. J. C. McGregor was transferred to that department. Mr. T. E. Hughes of Ohio was appointed to the position of general assistant. Later in the term the Board of Education appointed Miss Cora E. Holland to assist in commercial work and first year mathematics. Prior to this year the instruction in typewriting had been more or less incidental. The students practiced regularly, but their work could not be carefully supervised because of a lack of time. The pupils studying this subject now have regular daily practice under the teacher's guidance and the results already show the change to be a wise one.

### Enrollment by Courses.

	Classical			Literary			Commercial			English			Total		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
Senior ....	10	11	21	2	6	8	6	4	10	1	10	11	19	31	50
Junior ....	8	24	32	2	5	7	4	1	5	1	5	6	15	35	50
Soph'm'e .11	29	40		5	4	9	8	4	12	3	7	10	27	44	71
Freshm'n .23	38	61		6	3	9	14	17	31	2	13	15	45	71	116
Special . . .	..	..	..	..	..	..	..	..	..	..	..	..	..	2	2
Total...	52	101	153	15	18	33	32	26	58	7	35	42	106	183	289



**Enrollment According to Subjects of Study.**

	Boys	Girls	Total
English Literature.....	20	36	56
American Literature.....	14	36	50
Rhetoric .....	68	106	174
Word Study .....	1	10	11
Commercial Composition.....	14	16	30
Spelling .....	14	16	30
English Grammar .....	4	18	22
Solid Geometry.....	10	2	12
Plane Geometry.....	14	35	49
Trigonometry .....	10	3	13
Algebra .....	70	111	181
Arithmetic .....	40	67	107
American History .....	19	31	50
Modern History.....	21	29	50
Mediaeval History.....	44	23	67
Ancient History.....	65	42	107
Civil Government.....	16	25	41
Virgil .....	10	10	20
Cicero .....	6	21	27
Caesar .....	7	23	30
Beginning Latin.....	28	40	68
Composition .....	13	44	57
German .....	23	39	62
French .....	2	21	23
Stenography .....	13	9	22
Book-keeping .....	20	15	35
Penmanship .....	13	15	28
Typewriting .....	36	27	63
Physics .....	15	28	43
Astronomy .....	3	13	16
Geology .....	3	13	16
Chemistry .....	9	19	28
Physical Geography .....	18	41	59
Botany .....	28	50	78
Physiology .....	1	10	11
Political Economy.....	7	4	11



Commercial Arithmetic .....	2	2	4
Music .....	106	183	289
Rhetoricals .....	106	183	289
English Classics.....	106	183	289
Commercial Law .....	5	3	8

The first year class is always an interesting study. The pupils come from different sections of the city, show varying degrees of preparation, and generally do their best to adjust themselves to the new conditions. This last process is not always easy. The conduct of a high school is different from that to which the pupils have been accustomed. Instead of one teacher, wholly responsible for the pupil's scholastic welfare, there is a different teacher for each subject and generally a different class room, and each pupil is thrown upon his own responsibility to a greater extent than ever before. Besides the standard of the school has been raised and promotion is more difficult to attain than it was a year or two ago.

The first year class numbered 117, the largest for several years. Of this number, 19 withdrew before the close of the year, leaving 98 when school closed in June. Of the 98 there were promoted to the next class 78.

Of the 19 who withdrew, eight removed from the city, four were forced to leave school because of poor health and the others left for a variety of reasons. Counting those who left because of poor work it may be said that approximately twenty per cent failed of promotion. This rate is too high, but I do not believe that our high school ought to bear any considerable amount of the blame. This per cent is somewhat lower than that reported last year and I hope to be able to report it lower still from year to year.

### Commencement.

The class of 1908 is the largest class ever graduated from the school. Fifty were enrolled during the year, but only 47 received diplomas in June. Of this number there was one, Miss Helen Wiestling, who was graduated in 1907. During her four years' course she had taken enough additional work

to enable her to complete in one year more, a second of the four parallel courses. This extra year at the high school has saved her one year at the University of West Virginia, where she is now ranked as Sophomore. The annual sermon to the graduating class was delivered on Sunday evening, June 7th, at the First United Presbyterian Church by the pastor, the Reverend Charles H. Robinson, D.D.

The Class Day exercises were held in the Virginia Theatre on the night preceding Commencement. This was the first time that the Class Day was held elsewhere than in the school's assembly hall and the innovation was appreciated by the friends of the school. The large auditorium was filled and the program was the best ever rendered by the school as a Class Day performance.

The Commencement exercises were held in the Virginia Theatre on the evening of June 11th. Rev. Dr. T. W. Lane, of the Fourth Street M. E. Church, delivered the address to the class. The following received the diplomas of the Board of Education:

### CLASS ROLL

#### Classical Course.

Anna Rosalia Cowan	Edgar Scheehle Hare
Lois Virginia Devine	Guy Emerson Holden
Charlotte Exley	John Howard Holt, Jr.
Anna May Hilton	Thomas Hughes
Ethelyn Beatrice McGranahan	John Cox Hupp
Helen Eugenia Osburn	John Bernard Johnson
Lou Louise Pracht	Emerson Megrail
Miriam Dean Schellhase	Clyde Charles Pugh
Clara Emma Wendel	Frank Vanderslice Sander
Helen Merwin Wiestling	Marsh Watkins

#### English Course.

Alma Barbara Baumann	Edna Elizabeth Miller
Augusta Genevieve Bullard	Emily Patterson Miller
Maria Louise Clyker	Bess May Moore
Edith Korner Connelly	Anastasia Voight
Mary Vietta Dryden	Bess Wood
Howard Paul Wilkinson, Jr.	

### **Literary Course.**

Helen Percival Digby	Myrtle Bertha Reizenstein
Laura Kell	Margaret Elsielee Schwinn
Frances Charlotte Kennen	Henry Schmulbach Barth
Bertha Elizabeth Sophia Niebur	William Oliver McClusky, Jr.

### **Commercial Course.**

Mamie Vencentia Carney	Algernon Lester Colvig
Jessie Florence Linch	Arthur Kenworthy Hoge
Ethel Margaret Martin	Harry William King, Jr.
Harrison Bruhn	Karl Benjamin Schnelle

### **Attendance.**

The percentage of attendance for the school year is 97. This is the same as was reported last year and the year before. Twenty-nine pupils were neither absent nor tardy during the whole year. Their names follow: Edith Connelly, Grace Duthie, Laura Kell, Frances Kennen (two years), Harrison Bruhn, Henry Barth, Frank Sander, Elsie Bayha (three years), Helen Hibberd, Vera Krauskopf, John McQuay (two years), Frederick Williams (three years), Hazel Smith (two years), Virginia Higgins (two years), Bessie Stocker, Dora Wagner, Mildred Wills (two years), Christian Sander (two years), Nellie Bauer, Margaret Falloure, Mae Harkins, Jane McClatchey, Edna Peake, Margaret Reinacher, Elmer Bertschy, Harry Bond, Albert Carle, Howard Exley, John Murray.

There were 91 tardy marks during the year. While this record is but little better than that of last year, when 98 tardy marks were reported, it shows improvement. The number is more significant when compared with 238 in 1905-6 and with 391 in 1904-5. There is still, in spite of this reduction, more or less unnecessary tardiness.

### **Miscellaneous.**

**Addresses and Lectures.**—The students always welcome most heartily visitors who can be prevailed upon to address them. We have been particularly fortunate in having for such purposes persons who not only have some thing to say, but who know how to say it. Your own short addresses are

always warmly received and quite as hearty greetings have been given the other speakers. Among those who addressed the school during the past year are the following: President Perry of Marietta College, Professor Kay of Washington and Jefferson College, Professors Charles H. Patterson, Thomas E. Hodges and Waitman Barbe of the University of West Virginia, Mr. A. J. Wilkinson of Grafton, and Hon. M. L. McKoon of New York. Miss Susan Holton of Philadelphia lectured to the school twice, once on Hans Christian Anderson and once telling the story of Shakespeare's Twelfth Night.

**Mid-Semester Reports.**—Prior to this year but two reports of the standing of pupils were sent to parents and guardians. To meet the demands of a number of parents who desired to receive reports more frequently, the plan of sending a mid-semester report was adopted. While the semester cards are marked in figures, letters are used for the mid-semester reports, A denoting excellent; B, good; C, satisfactory; D, unsatisfactory; E, poor, probable failure. No record of these reports is kept. They are intended only to give to the parent some idea of the progress being made by his child. In addition to the four sets of reports sent out during the year special letters were written in a number of cases. Every effort is made to keep in close touch with the parents that they and the teachers may work together for the good of the pupils.

**Athletics.**—The school was represented by foot ball and base ball teams. The foot ball season generally proves profitable; the appropriation regularly made by the Board of Education has not been used for several years. Base ball, on the contrary, proves unprofitable and a part of the Board's appropriation is used. Mr. McGregor had charge of the foot ball interests, while Mr. Hughes was the faculty director of base ball.

A very successful field meet, directed by Mr. McGregor, was held on the State Fair grounds early in June. Many of the merchants of the city contributed valuable prizes and in other ways encouraged the boys. We hope to be able to make this field day an annual event.

**Patriotic.**—The usual patriotic programs were rendered by

the school on Thanksgiving day, Washington's birthday and Memorial day. On the latter occasion representatives of the local post of the Grand Army of the Republic were present and addressed the school. When the reunion of old soldiers was held in this city in May, representatives of the two ladies' auxiliary societies visited the school, one presenting a handsome silk flag and the other a fine portrait of Lincoln. The boys paid their respects to the veterans by joining the parade in the afternoon. A gold flag pin was presented to Miss Pauline Horkheimer, who wrote the best essay on a patriotic subject.

**Entertainments.**—Two presentations of the "Merchant of Venice—Up to Date" were given at the Carroll Club in April. This high school comedy, under the direction of Miss Etta Roberts and the Principal, was given by the girls and boys of the senior class. While the performance was a success from an artistic standpoint, the same cannot be said of the financial part. The expense of presenting the play and the low admission fee that was charged kept down the profits so that it seems hardly worth while to give an elaborate entertainment unless fifty cents can be charged for admission.

**The Record.**—Only six numbers of the High School journal, *The Record*, were published during the year, instead of the usual eight or nine. When more than six numbers are issued, there is more or less rush which interferes somewhat with the regular school work. Besides it seems better to have six good numbers than eight or nine mediocre ones. Special numbers were issued in December, March and June, the first being the Christmas-Athletic number, the second the Girls' number and the last the Commencement number.

**Reference Books.**—A number of reference works were added to the school library this year. Both teachers and pupils find these books invaluable in giving a broader view of the subjects studied than is possible when the text book alone is used. The public library is so far away and so inaccessible that it is not used as freely as we should like.

**Alumni Association.**—The Alumni Association held several social and business meetings, closing with the annual

banquet at the Stratford hotel in June. This organization now seems to be on a firm basis and I expect it to do considerable good for the school.

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I desire to express to you and, through you, to the Board of Education, my earnest appreciation of the many courtesies extended to me not only during the past year but during all the years that I have been connected with the public schools of the city.

Respectfully,

CHARLES S. BRILLES,  
Principal Wheeling High School.



## Report of the Supervisor of Music.

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To Hervey B. Work, Superintendent of Schools.

Dear Sir:—The following is the report of the musical department of the city schools, for the year ending June 12, 1908:

In the primary grades, writing short phrases has been of great value as a means of teaching music reading. At first these are copied from the blackboard and later written from dictation.

The early years of a child's school life, where the most important work is done, fortunately, are the easiest fields for cultivation. Children, and particularly little children, love to sing. Patriotic selections, such as "The birth of the flag", "There are many flags", and "I know three little sisters", are special favorites and do much toward inculcating a spirit of love for country, home and flag in the breast of the little singer.

In ethical songs, such as "The beautiful stars", love of God is taught and that heaven exists for those who obey His commandments. Some teachers and Sunday-school choristers, with perhaps more zeal than knowledge, like to have enthusiastic singing. Their pupils are urged to greater and greater effort. Loud, hearty singing is what is striven for and loud, coarse shouting is the result attained. Indeed, this oftentimes passes for good singing among most estimable but musically uncultured people. I have endeavored to emphasize pure and sweet tones free from those which are harsh, nasal or forced, with free movement and marked but not excessive accents.

The singing lesson aids in the discipline and in forming habits of order, attention and concentration. It should train the memory, give power of instant decision, and educate in the

perception of minute differences. It trains the eye and ear and should sharpen the perceptive faculties.

Syllables are used in singing in order to fix accurately in the mind of the pupil the interval relation between tones. As pupils gain skill in the recognition of the interval relation, the syllables are dropped gradually and words substituted or sung to "la" or "loo".

By the time children are ready to begin sight reading they should have interval relation so well established that they can sing the syllable names to any easy progression or short melody after hearing it sung by "la" or "loo".

Part of the time given to the daily music lesson is devoted to individual work, boys responding as readily as girls, when called upon.

Written work continues throughout the grades, beginning with short original melodies and then having pupils supply original words to them, until the more advanced writing of two-part melodies, triads and chords is reached.

The ear is made a prominent factor in music study. The text of the song is studied in more advanced grades as to the expression of the thought found in the words.

There is a correct tempo, power and color, for the different kinds of emotions expressed. The proper study of music develops a love for the beautiful, leads to the recognition and appreciation of great works of art, adds to the pleasures of life, and exerts a cultivating and inspiring influence on character.

A very creditable musical entertainment was given in May by selected pupils from Centre School and the funds were used in purchasing an additional piano for that building. Through the generosity of our Board of Education we were enabled to purchase two sets of supplementary music books for use in the seventh and eighth grades. The song material found in them proved a marked gain in sight reading and song interpretation.

Class night performance on the evening of June 10 brought to a close a most successful year in the High School from a musical viewpoint. The class of 1908, the largest ever sent out from this institution, had a wealth of musical talent,



and the exercises were held in the Virginia Theatre, which was taxed to its fullest capacity by the large crowd in attendance.

The holding of these exercises in the theatre instead of the High School auditorium marked an innovation never accorded to any other class, and the favorable comment on the program as a whole fully merited the additional expense incurred by the Board of Education.

The following musical numbers were rendered: Choruses, "Blow Soft Winds"—Vincent; "Lovely June"—Arditii; "Hail Alma Mater" from Tannhauser. Double quartets: "The Cuckoo"—Fertig; "Carmena Waltz Song"—Wilson. Besides, there were vocal solos, piano solo and duets, violin solo, and the program was closed with the class song.

The commencement of Lincoln School occurred on the night of June 12, and a program of vocal music was given which was creditably rendered.

In conclusion, I wish to extend to you my sincere thanks for kindly co-operation, to principals and teachers for faithful adherence to the tenets laid down, and grateful thanks to the Board of Education for its generosity and interest shown.

Very respectfully submitted,

LUCY ROBINSON,  
Supervisor of Music.

## Report of the Supervisor of Drawing.

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To Hervey B. Work, Superintendent of City Schools.

Dear Sir:—I have the honor to submit my annual report for the year ending June 12, 1908.

The present progressive administration of the New York City public schools, under Dr. Maxwell, has attained a great deal and pointed out the way to much of the highest value in education. Nowhere is this progress better manifested than in the stand that has been made for drawing and constructive work. "It is not", says Dr. Maxwell, "in accord with sound educational doctrine to have boys or girls without some practice in handiwork—some practice in adapting material to definite purposes."

In the drawing and constructive work in the Wheeling schools the children are viewed not as mere recipients of a course of study but as human beings with ideas of their own. Expression is constantly encouraged. Opportunity is given to the child to adapt, modify and invent. The power to execute, so indispensable in life, is utilized.

Psychologists have shown that children begin to draw as they begin to talk. Anything that will stand for an idea is produced and accepted. A child has no difficulty in drawing the four walls of a building in one view. Even when he looks directly at an object, he draws it as an idea rather than as a picture. This state of mind continues until about nine or ten when his discrimination becomes keener. From now on he gradually becomes able to draw what he thinks he sees, and to see what he draws. At this period he can observe so much better than he can execute that he is very apt to become discouraged.

The earlier uncritical stage, although allowed every scope, is constantly subjected to stimulation with the hope of ob-

taining better execution a little earlier than could otherwise be expected.

The work in the first three grades is organized about certain centers of interest. These centers relate to the other subjects in the school curriculum and in many instances connection with life itself is constantly in evidence. (Industrial, commercial, social, etc.)

The total time per week (75 minutes) is divided into three periods of appropriate length for lessons in object drawing, constructive work and illustrative or pictorial drawing. For example, if the street center is selected, all object drawing is done from objects seen on the street, e. g., (toy) wagons, sleds, horses, etc. The constructive work around that center consists of street cars, wheel-barrows, wagons, etc., cut out of paper and folded so as to stand up. At this, the picture-making stage, the dramatic possibility becomes a corporate part of the product itself, and we have men, women, and children marketing, riding, driving coal wagons, and carriages, walking, running—in short, the varied panorama of the Wheeling streets.

From the fourth grade on special effort is put forth to make the child see the necessity for good workmanship as well as expressiveness.

In the fourth, fifth, sixth, seventh, and eighth grades the total time per week (75 minutes) is divided into two periods of appropriate length for object drawing and constructive work. The object drawing consists of nature drawings, a series of developmental type forms, posing, sketching, etc. The work is done in media suited to the object and to the age of the child. The constructive work consists of the making of objects useful in the school or the home. Little need be said of the constructive work because the deep educational value of the art-craft movement that has swept all over the country is so thoroughly understood. All constructed models are appropriately decorated. In applied design the aim is, to develop appreciation and to teach the value of simplicity.

“Methods of teaching are designed to give the child occasion and motive for all information sought; they aim to lead

him to make personal adjustment, they seek their rise in his interests and their end in his definite achievement. They would see all facts properly related and the curriculum as a whole co-ordinated by the development of subjects from common centers. Technical skill they would develop only in response to a realized need."

Organic education does not mean the mere equality of different factors or persons in the whole. It means rather their greatest possible differentiation, so long as this differentiation is governed by the solidarity of all. Organic education means life itself for every child and for every teacher. This is always the best preparation for life and results in the truest democracy.

I am glad to be able to say that the drawing and constructive work throughout the public schools of Wheeling was unusually good for the year.

I wish to thank the Board of Education, yourself, principals and teachers for the great interest shown in the work and hearty support given it.

Respectively,

SARA YARYAN GLASS,

Supervisor of Drawing.

## Report of Instructor in Manual Training.

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Mr. H. B. Work, Superintendent of Schools.

Dear Sir:—I take great pleasure in giving you a report of the work done in Manual Training in 1907-08, together with a few ideas as to the aim and scope of the work.

“There are two most valuable possessions which no search-warrant can get at, which no execution can take away, and which no reverse of fortune can destroy, and they are what a man puts into his brain—knowledge, and into his hands—skill.” (Hiram Sibley.)

The primary object of the public school system is to make good citizens and to as great an extent as possible to prepare the child for his future work in life.

Manual training initiates the boy into the fundamental problems of production and manufacture, and while giving him that skill of hand and eye demanded in the specialist of to-day, makes for conciseness, facility, and rapidity, thereby establishing habits of accuracy, carefulness, promptness and neatness in work, which are so essential in business life.

Manual training was introduced in the seventh and eighth grades of all the schools in September, 1907. Some work, however, had been done the previous year in Union School which had met with immediate success. The manual training shop was located in the Union School building and each seventh grade class from the various schools went to this shop for work one-fourth of a day each week, while the eighth grade was allotted one-half day each week. A part of each class period was occupied in mechanical drawing and the remainder in working in wood. Simple exercises in sawing, planing, chiseling, boring, railing, etc., were first taught, emphasis being laid on the handling and care of the tools and their adaptability to

their uses. As the boys became more proficient in the use of their tools more difficult work was undertaken, such as shelves, picture frames, ink-stands, book-racks, foot-stools, etc. Talks on the varieties of wood, their places of growth and uses were given, and emphasis laid on the wasteful methods of modern lumbering. In January, still more difficult construction was commenced, including book-shelves and book-cases, library tables, three-leaf folding screens, hall trees, clock cases, shirt-waist boxes, tabarets and small stands.

Each boy, with the advice of the instructor as to design, made his own drawings and his work was done from blue prints made in the shop.

On February 3d, when interest in the work was at its highest, the Union building was destroyed by fire. An effort was made to find a suitable place to continue the work, but, owing to the crowded condition of the schools, it was deemed advisable to discontinue the manual training for a year at least.

The majority of boys attending the public schools never go beyond the high school and such knowledge as they acquire must be obtained in these twelve years of school life.

The Manual Training work in the grades is in preparation for further work in the high school. The great increase in the enrollment in high schools where a manual training course is offered testifies to the demand for work along this line.

The primary object of all manual training is to secure an all-around development of the boy, but the special opportunities which the manual training course offers in the elements of mechanic arts and drawing, tend to reveal to boys their powers and aptitudes and lead them to a wise choice of occupation.

The training given is as valuable to a boy who is to follow any of the professions as to the one who is to work at the bench, or to manage or superintend a manufacturing establishment. The work is not arranged with special reference to vocational ends, but the knowledge and skill acquired are for

many boys the immediate stepping stone to profitable employment. The work is intended to meet the needs of any boy whose school life is to end with the high school, but if he wishes to enter higher scientific schools it also provides excellent preparation for this.

Thanking you for your interest and helpful suggestions of last year, I am,

Very truly yours,

L. H. READE.



## Report of the Instructor in Domestic Science.

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Mr. H. B. Work, Superintendent of Schools.

Dear Sir:—I herewith submit my annual report as Instructor of Domestic Science.

This department was installed by a group of private individuals and presented to the Board of Education. It consisted of one room in the basement of Union School, completely equipped as a kitchen and dining room, cooking having been taught there the previous year to a limited number of pupils.

In planning a course of study for this year it was decided to include sewing, therefore, a room was equipped for this purpose on the second floor of the same building.

The work in both cooking and sewing has been limited to the girls of the seventh and eighth grades of the city schools, each grade being given one ninety-minute lesson each week in cooking, the girls in the eighth grades also receiving one sixty-minute lesson each week in sewing.

This plan continued in effect until the Union School building was destroyed by fire on February the third. Owing to the loss of equipment it was thought for a time that it would be necessary to discontinue the work, but after a lapse of a few weeks it was decided to continue the sewing in the eighth grades and to introduce it in place of cooking in the seventh grades, the lessons being given in the respective schools. This has proven most satisfactory as it was a matter of regret to the girls that they were obliged to drop the subjects in which they had so recently become interested.

As this department was entirely new to the Wheeling

schools, its reception was awaited with interest, and, judging from the enthusiasm manifested by the pupils, also by the results obtained, the work in both subjects has been a success.

I have found the pupils eager to learn and with few exceptions neat, accurate and careful in their work.

On the last day of school the work done in sewing, during the year, was displayed and received only favorable comments, much surprise being shown at the amount accomplished in so short a time. The results are gratifying when we take into consideration that a comparatively small number of the girls had had any experience along this line of work, many of them never having had a needle in their hands.

With these results the first year we look for better things in the future, and while the sewing alone has been a success, we will be more than glad when the time comes that will enable us to return to our original course of study and take up our interrupted work in cooking.

In conclusion, permit me to thank the members of the Board of Education for their kindly interest in the work of this department, and yourself, principals and teachers for the hearty support they have given it.

Respectfully yours,

ANNA MacMILLAN,  
Instructor of Domestic Science.

## History of Madison School.

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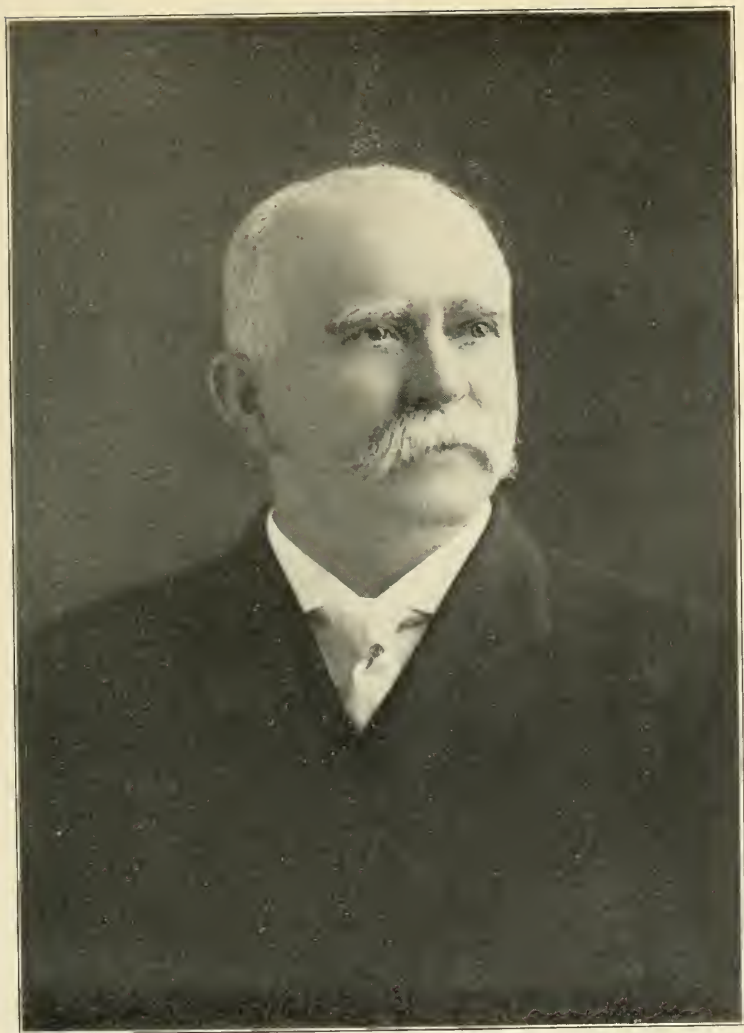
The course of events that brought about the naming of the Island school, Madison, is an interesting story in the history of that school.

In the early days of our city the streets running from the river were named for prominent people, national and local, as is shown by the name Zane Street that still attaches to the M. E. Church in the Fourth ward. At that time the street now known as Tenth was called Madison; and the school building on Madison street was then known as the Second Ward School house. These designations of streets and schools continued till the schools were re-organized under the laws of our new state in 1865. Then the Second ward became a part of Madison district, so named from Madison street, and the school was known as Madison District School. The Island was made a part of Madison district, and soon a school building was erected thereon. Then in 1866 the principal's office was transferred from the old Madison Street School to the Island School building; the larger pupils of the whole Madison district coming to the Island school, and only primary pupils attending at the building on Madison street.

After an unsuccessful effort in 1865 to divide the "main land" part of Madison district at Madison or Tenth street, this change was finally made in 1875. Consequently the only Madison school for the past one-third of a century has been solely on the Island. The name then comes from the old township, the name of the township coming from the old name of Tenth street, called Madison in honor of the fourth president.

### Second Ward School.

The lost ward school of Wheeling is the Second. For, contrary to what might be one's first impression from the distribution of schools at the present day, there was once a



D. T. WILLIAMS, PRINCIPAL MADISON SCHOOL



Second Ward School. A brick building was erected in the Second ward and school opened in the same year that schools were started in the First, Fourth, and the Fifth wards, though a little later because of legal difficulties. This was in 1849. The Second Ward School building, consisting of two large rooms and two class rooms, stood at the upper end of Madison street, now Tenth. These early schools were originated and organized under the general act passed by the Legislature of Virginia March 5, 1846, and the special school law for Ohio county, passed February 23, 1849. One commissioner, who was a member of the City School Board, was elected from each ward, and he with the local trustees had control of the schools in his ward. At the first election, on the fourth Monday of March, 1849, William S. Wickham was elected commissioner for the Second ward, and William Hull was appointed trustee. In 1852 William S. Wickham resigned as commissioner, and Thomas Johnson was appointed to fill his place; Achilles Scatterday follows Johnson in 1853. In 1854 E. J. Stone is elected commissioner; 1860, Achilles Scatterday. Besides the first, William Hull, the following served as trustees: John Frizzell, Josiah McClellan, Dorance McGinnis, P. B. Taylor, Wm. H. Jamison, Dr. J. C. Hupp, Wm. Berryhill, and Wm. Riheldaffer. In 1853 Thomas Johnson was president of the Board and at a later date Achilles Scatterday filled the same position. These men took an active part in organizing and improving the early public school system of Wheeling; the first to be established in a southern state.

The man appointed to open the first school in the old Second ward building in the spring of 1849, was Rev. R. S. Arthur. Very little is known of Rev. Arthur; he was still living in Wheeling in 1851. At this time Agnes Hall was principal of the Second Ward; from 1854 to 1856 a Mr. Stevens served as principal, likely being the S. G. Stevens who later was principal of Union School. Rev. Harvey Amrine of the Presbyterian Church, a graduate of Jefferson College and of the Western Theological Seminary, was another early principal of the Second Ward for a short time, likely from 1856 to 1858.

In 1858 Rev. Samuel Boyd, one of Wheeling's most effi-

cient school men, was appointed principal, and served till 1863; afterward he became principal of Webster School. At the opening of schools in the fall of 1863, Mr. Charles H. Collier was principal of the Second Ward, and served for three years. Later Mr. Collier became a prominent business man, serving on the Board of Education from Madison district, and was elected the Board's president. Of him it has been said, "He made his life tell for the good he could do."

Mr. S. Winning Boyd was appointed principal in 1866; at first he had his office in the Second Ward building; but soon after the opening of schools that fall, on the recommendation of City Superintendent Williams, Mr. Boyd's office was removed to the Island, where afterwards the advanced pupils of both the Second and Seventh wards attended school. After Mr. Boyd's successful term of four years, Mr. A. M. Stevenson was appointed principal, and served as such till 1875. In 1875 the Second Ward was torn asunder educationally; that part north of Tenth street was taken by Washington School, the part south, by Clay; the old building taken by the colored school; and the name Madison taken by the Island School. The old Second Ward building was destroyed by fire on January 10, 1893.

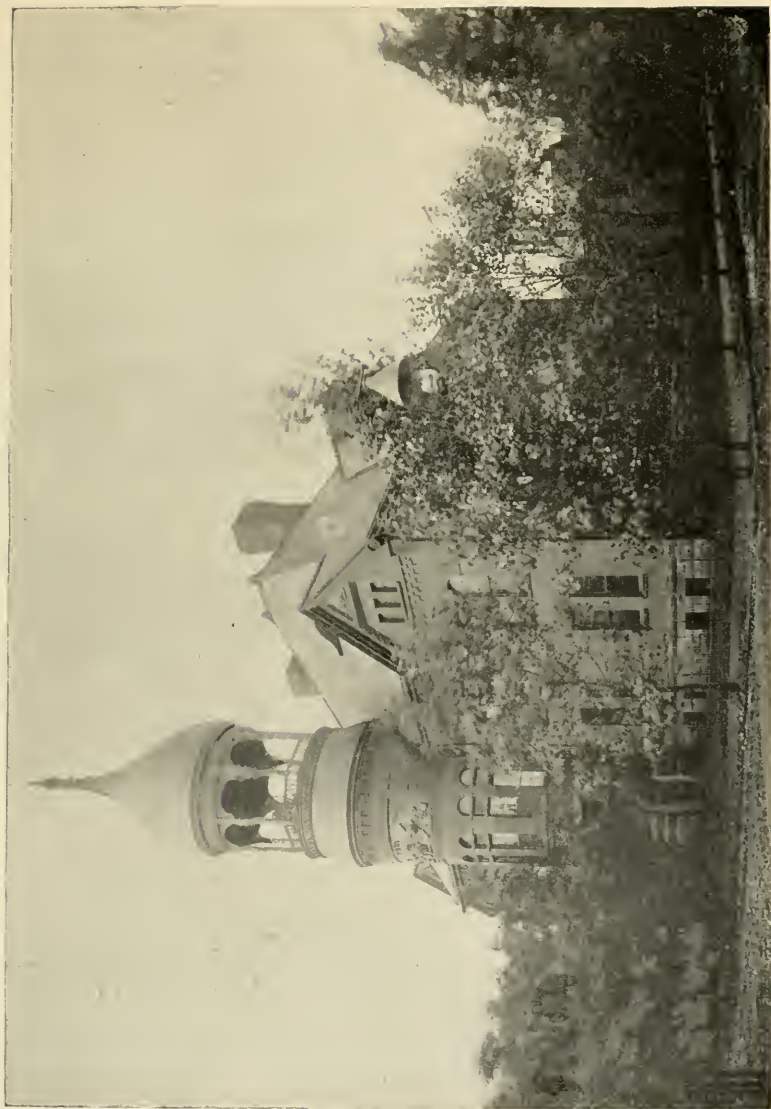
The teachers of the Second Ward in 1868 were Misses Jane Day, Harriet Oxtoby, Sarah Riheldaffer, Amelia Campbell, and Ella Boyd.

In the early days of its history the Second Ward seems to have been small; this likely is the cause that led to putting both the Second and Seventh wards in one school and both in Madison township. The population in 1852 was 1,368; 174 boys and 154 girls of school age; in 1859-60 the number of pupils was 233.

### Island Private Schools.

One of the early educational institutions of the Island was a private school, for many years conducted by Miss Sallie Holmes in the upper story of a building still standing on North Broadway at the corner of the alley just above Maryland street. This school seems to have been in existence from about 1854 to 1864. Another early private school was taught





MADISON SCHOOL (NEW), WHEELING, W. VA.



by Anna Archibald in 1855 in a building still standing, the second north of the M. E. Church. In 1864 and 1865 Miss Taylor taught school in the old Methodist Church erected in 1854. Later still Miss Griffith taught a private school in her residence. Other private schools have followed, having been taught by Miss Julia Wiley, Miss Oxtoby, and others.

### **Island Public School.**

The first recorded notice that the Board of Education of Wheeling ever took of Island patrons of the public schools was that of March 20, 1856, when an effort was made to have a Third Ward teacher detailed to open a primary school for Island pupils. Prior to 1864 children of the Island had attended public school, first in the Third Ward, and later in the Second Ward. The first public school for Island pupils alone was not held on the Island, but in the upper story of the Second Ward Market House in the fall of 1864. This school was in charge of the first principal of Island school children, Mr. S. Grafton Naylor, who was a well-known man of the Island till his death a few years ago. In this first school he was assisted by Miss Mary Campbell, who is now connected with the University School of Cleveland. Six hundred dollars was the amount allowed this school for the year 1864-65. About this time the Island is for the first time called the Seventh ward, a part of Madison township, being the Sixth ward before this.

A site for the first public school building on the Island was purchased July 29, 1862, for the sum of \$275. This site was at the south-east corner of Maryland and North York streets of to-day, formerly called Chestnut and Second streets. On July 14, 1865, a plan for the first Island building was adopted; and in August the contract was awarded to Brodie and Hornish for \$6,483.54, to be finished in December. Later J. B. and W. B. Lukens took part of the contract.

The commissioners who erected this building were Samuel McClellan, G. E. Wickham, and J. M. Bickel. James K. Bane was appointed principal for that year, and his assistants were Miss Mary Campbell and Miss Virginia Campbell. The building was accepted in January with the above named teachers.

On Wednesday, January 10, 1866, the first public school on the Island opened, attended by 150 pupils, the first of the long line of the hundreds who have since found their way to the Island School, now called Madison. This brick structure with its four rooms and office was the ideal building of the day, with its well and old-fashioned pump, its scalloped picket fence, the clover field just across the street west used for a play ground, and the large pond a square south for summer wading and winter skating.

In 1866 Mr. C. W. Davenport was appointed principal of the Island School and Mr. S. Winning Boyd of the Second Ward School. Soon after the opening of school Mr. Davenport seems to have resigned his position, and to have become principal of Washington School, and Mr. Boyd was made principal of both schools of Madison district, transferring his office and advanced pupils to the Island School. Mr. Boyd remained principal of the two schools till 1870, having a successful term of four years; when Mr. A. M. Stevenson was appointed principal and had the unusual distinction of serving twenty-seven years. Under these two principals the advanced pupils of the Second Ward came to the Island School till 1875.

Eight years after the first a second building, a frame eighteen by thirty-six feet, having two rooms, was erected a short distance east, facing north, James Bickel and T. H. Logan being commissioners. This was erected at a cost of \$550 by Charles Nichol. This building was later the residence of the janitress, Mrs. Catherine Barkley, who served in this capacity for thirty-one years. This building afforded only a temporary relief for the crowded schools of that day, for two years later, in 1875, a contract was let at \$6,472 to Donel and Hawley for an addition of four rooms to the original brick building, to be completed October 1, 1875. The commissioners at this time were J. M. Bickel, E. J. Stone, and D. C. List.

Soon after a one-room building was provided for primary pupils, being on the east side of the janitor's building; then the Shepherd frame building of two stories just east was purchased for school purposes; later still, the two-story double

brick dwelling to the east of the Shepherd property was acquired by the Board and used for school purposes. This last purchase was made but a short time before the erection of the new building and extended the school property eastward to North Broadway.

On February 21, 1889, a proposal was made to have erected on the Island a substantial and commodious school building of twelve rooms, standing east of the old building at the corner of Maryland and North Broadway. The commissioners who carried this enterprise to completion were Chas. H. Collier, Myron Hubbard, and Samuel Bloch. The contract was taken by the Wheeling Mining and Manufacturing Company; contract price \$22,671.20, heating apparatus, \$7,950.00. The work was superintended by Mr. Brooks. The designs of Architect David Wells were accepted; but before the building was completed he was drowned in the Ohio River, and Joseph Leiner was appointed his successor. The new building was accepted by the Board September 20, 1890, and was occupied the same fall. The heating apparatus was remodeled in 1904, costing, with a cement basement floor, \$8,100.

This large building, together with the old, provided sufficient room for the school till 1905. At this time the private residence of Mrs. Elizabeth Hunter, at the south-west corner of the square on which the two school houses stand, was purchased for \$20,000.00, and remodeled into a school building of four rooms. The commissioners at that time were A. L. White, R. H. McKee, and A. O. Maxwell.

At the present time some parts of Madison School are overcrowded, and it may not be long till additional rooms must be provided.

At the expiration of Mr. Stevenson's term as principal in 1897, the nature of the schools was changed by having to send all advanced pupils to the newly established High School. In the preceding fifteen years Madison had sent out one hundred and forty-nine "grammar school graduates," more than any of the other schools, and had not one failure to pass the examinations.

J. C. Gwynn was appointed principal in 1897, and under

him Madison School kept its place as one of the best schools in the city. He originated the first "exposition of school work in pencil and pen" which later has been followed by many other schools.

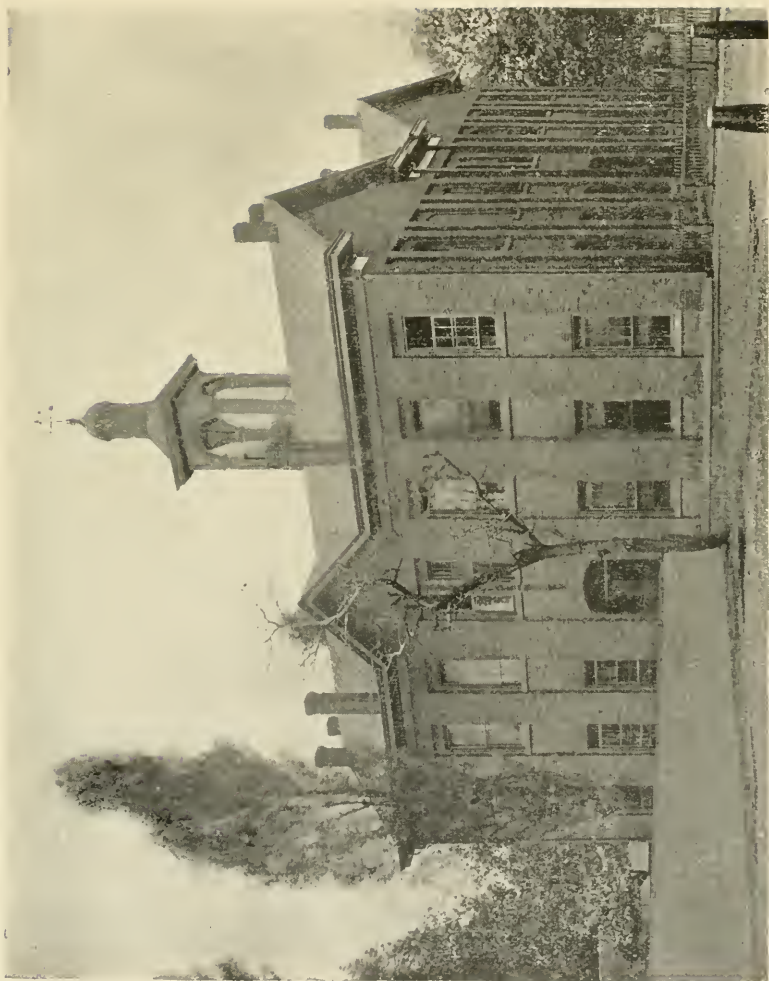
In 1903, on the resignation of Mr. Gwynn, the present incumbent was appointed principal.

Many of the graduates of Madison have won distinction in their respective callings; a large number are teachers in the public schools; a few have become college professors; some are noted as lawyers, as doctors, and as preachers; a very large number are engaged in business; art, literature, and mechanics have claimed some; and one has been a professor in a leading polytechnic institute for several years, and is now acting president of the same.

The names of the commissioners of Madison School given above show that Madison School interests have been well guarded by these successful business men, many of them being also men thoroughly educated, and some being experienced teachers, consequently well prepared to care for the proper training of schools. S. M. McClellan, in 1868, C. H. Collier, 1883, and A. O. Maxwell, 1905-06, served as presidents of the Board. Many of the valuable records of Madison School were lost in the great flood of 1884 and it is now impossible to restore items that would be of great interest.

The following is a fairly complete list of the Island teachers given in the order of their appointment, except that the present corps is reserved for the closing names: Mary Campbell-Chandler, Virginia Campbell, Bertha Arndt, "Pet" Williams-Harper, Julia Wiley, Ella Boyd-Williams, Hannah Nicol, "Minta" Foster, Hannah Eagleson, Lyde McKelvey-Winters, Eva Rice-Seeley, Emma Snowdon, Ada McClyment-Beans, Clara Young-Parker, Kate Hall, Rida Dean, Ella Greer-Williams, Anna Thoburn-Morgan, Agnes Dillon-Moffit, Stella Moore-Hubbard, Ella Dillon-Martin, Emma Anderson, Alice English-Wright, Mrs. Martha M. Burt, Mrs. Matilda Lynn, Harriet Pace-Small, Mrs. Deborah Copenhagen, Virginia Hervey-Long, Jeannette Burt-Irwin, Mrs. Annie North Emery, Bess Higgins, Emma Beall (on leave of absence).





MADISON SCHOOL (OLD), WHEELING, W. VA.





Present corps of teachers: Mary A. Faris, Hannah Whally, Virginia Norton, M. Elizabeth Tappan, Annie E. Reeves, Mary A. Pogue, Estella M. Hull, Jennie Hervey, Estella M. Underwood, M. Belle McGranahan, M. Bertha Uthman, Lenore Kraeuter, Margaret J. Blake, Rose M. Hunter, Martha Ross, Florence I. Lewis, Minnie C. Stewart, Nelle L. Wood, Helen M. Garden, Ann C. Carnahan, Mae Pearl Wood, Emma Schrader, Gertrude F. Zinn.

The present efficient commissioners are Messrs. A. L. White, R. H. McKee, and James Cummins.

### **Island School, Annexes.**

At various times when the rooms of the Island School did not afford sufficient accommodations for the pupils other rooms have been utilized in which to place pupils and teacher.

One was the second story of the Stamp grocery on South Huron street, used about 1874, taught by Lyde McKelvey.

Another was the Hose House in 1889, Miss Pogue, teacher.

In Myers' Hall, corner of Virginia and South Penn, in 1905-1906, an overflow room was taught by Miss Minnie Stewart.

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For many unrecorded facts noted above the writer is indebted to three living ex-principals of the Island Schools, Messrs. Boyd, Stevenson, and Gwynn, and to the relatives of the two principals, Messrs. Naylor and Bane, who have but recently died.

He is indebted also to many of the former pupils of the Second Ward School, and to the early pupils and teachers of the Island School for facts and material which he has incorporated in this history. He would make due and courteous acknowledgement to each and all who have contributed to it in any way, and trusts that the work which he has done in compiling it may be found reasonably accurate.

D. T. WILLIAMS, Principal.

# REPORT OF THE CLASSIFICATION AND CIRCULATION OF BOOKS IN THE PUBLIC LIBRARY FOR THE YEAR ENDING APRIL 11, 1908.

Class to Which Books Belong.	Biog.	Fict.	000	100	200	300	400	500	600	700	800	900	Total
No. of Vols. in Library May 20th, 1907.	1762	7,237	2009	297	731	1950	91	824	595	698	2258	4194	22,647
No. of Vols. added during the year.	34	169	70	13	16	71	...	26	70	46	44	132	691
No. of Vols. worn out during the year.	2	500	1	...	...	1	...	1	1	1	4	8	519
No. of Vols. replacing worn out ones.	1	436	...	...	...	...	...	1	1	...	2	1	442
No. of Vols. missing April 1, 1908.	...	...	...	...	...	...	...	...	...	...	...	...	...
No. of Vols. in Library April 1, 1908.	1795	7,342	2078	310	747	2020	91	850	665	743	2300	4319	23,261
Bound and rebound during the year.	...	...	...	...	...	...	...	...	...	...	...	...	...
Circulation for home use, 1906-1907.	600	58,805	85	190	225	329	31	276	260	467	1588	1944	64,820
Circulation for home use, 1907-1908.	535	58,544	118	223	226	288	18	271	307	498	1283	1911	64,222
Increase in present over last year.	...	...	33	3	1	...	...	...	47	31	...	...	...
Decrease in present over last year.	65	261	...	...	...	41	13	5	...	...	305	33	598
No. of books used in Reading Room, 1906-1907.	...	...	...	...	...	...	...	...	...	...	...	...	14,342
No. of books used in Reading Room, 1907-1908.	...	...	...	...	...	...	...	...	...	...	...	...	13,114
Decrease	...	...	...	...	...	...	...	...	...	...	...	...	1,228

Number of books added during the year.	1133
New books	...
Replacing worn out ones.	545
Bindery	442
Gifts	127
Number of cards issued during the year.	19
Total number now in use.	400
In April, 1907, the cards were called in and a new series begun.	4155

## REPORT OF ATTENDANCE OFFICER.

To Hervey B. Work, Superintendent of City Schools:

Dear Sir:—I hereby submit my report in detail for the school year of 1907-1908.

MONTH ENDING	Sept. 27, 1907	Oct. 25, 1907	Nov. 22, 1907	Dec. 21, 1907	Jan. 31, 1908	Feb. 29, 1908	Mar. 27, 1908	May 1, 1908	May 29, 1908	June 12, 1908	Total
Total number of cases investigated in the month.	524	643	567	592	641	597	587	655	548	203	5457
Found to be over age limit .....	16	9	5	5	11	3	7	13	4	0	73
Temporary absence	283	420	363	439	487	494	422	494	419	173	3984
Removed from city.	30	3	10	9	8	8	8	10	13	2	101
Absent because of illness .....	63	135	140	118	98	84	113	77	71	20	919
Written notices served .....	39	50	49	34	34	34	35	29	42	24	380
New pupils added..	84	24	35	9	17	3	10	13	16	3	214
Prosecutions .....	2	2	3	2	2	2	3	1	9	3	29
Taken to school...	17	19	11	8	16	3	9	8	13	5	109

Very respectfully,

SHELDON JOSEPH,

Attendance Officer.



# Appendix

## Description of Public School Buildings.

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### High School.

Located at the corner of Twenty-first and Market streets. This property, formerly a private residence, was acquired by purchase in 1897, and converted into a school building. It is a low brick structure of two stories. The roof of the older part of the building is slate, the remainder tin. Contains one assembly room, one recitation room, six school rooms, three laboratories, one each for Physics, Chemistry and Botany, one type-writing room, and an office for the principal. An additional recitation room has been provided by placing a rolling partition in the assembly room. All rooms are used as occasion may require for recitation purposes. There are five exits from the first floor and two stairways to the second floor. The building is heated by gas stoves placed in the rooms and in the hallways. No fire drill has ever been attempted in this building. Seating capacity 325.

### Washington School.

Located on the southwest corner of Fifth and Main streets. This is a brick building with slate roof, erected in 1887. It is two stories in height at the front and three stories at the rear. There are seventeen school rooms, one small class room, and one office room. All school rooms are occupied. One compound stairway leads from first floor to second; and two stairways lead from the first floor down to playgrounds exits at the rear. All doors open outward. The building can be emptied by the fire drill within one minute. It is heated and ventilated by the Smead, Wills & Co. system.

The school contains pupils from first grade to eighth, inclusive. The seating capacity is 740.



### **Madison School—New Building.**

Located on the south-west corner of Maryland and North Broadway streets. Two-story brick building with slate roof, erected in 1889. Contains eleven school rooms and an office. One compound stairway from first to second story. Three exits, one in front and two at the rear. Front exit consists of two double doors. All exits open outward. Building can be emptied by the fire drill in less than a minute. Heating and ventilating by the mechanical fan system of the American Warming and Ventilating Company. This building contains pupils from fourth to eighth grades. Seating capacity 450.

### **Madison School—Old Building.**

Located on the south-east corner of Maryland and North York streets. Two-story brick building with tin roof. West half was erected in 1865; east half, 1875. Contains eight school rooms. Two stairways lead from first to second floor. Four exits, all opening outward. Heated by Burnside stoves located in rooms occupied. Window ventilation. Contains all second and third grade pupils, together with one division of first grade and one division of fourth grade. Can be emptied by fire drill in a minute and a quarter. Seating capacity, 385.

### **Madison School—Hunter Building.**

Located on the north-east corner of Zane avenue and North York street. Two-story brick building, purchased in 1905 and remodeled for school purposes. Roof partly tin, mostly slate. Contains four school rooms and one recitation room. One stairway. Two exits, one each front and rear. School rooms occupied by first grade pupils only. Recitation room used by teacher of German. Heated by stoves using natural gas. Window ventilation. Can be emptied by fire drill in a minute and a quarter. Seating capacity, 160.

### **Clay School—Main Building.**

Located on the south-east corner of Twelfth and Eoff streets. Three-story brick building with slate roof, erected in 1874. Contains eleven school rooms, class room, office, and

storage room. Three stairways from first to second floors, two stairways from second to third floors. Four exits, all opening outward. The building is heated by a hot water system. School contains from first to eighth grades inclusive. Can be emptied by fire drill in about fifty-five seconds. Seating capacity, 500. All the school room doors swing in.

### **Jefferson School—Clay Annex.**

Located on the south-west corner of Fourteenth and McCulloch streets. Two-story brick building erected in 1897. Slate roof. Contains nine school rooms and one recitation room. One unfinished room can be converted into school room when occasion requires it. Four exits, all opening outward. Two stairways from first floor to second. Heating and ventilating by mechanical fan system of American Warming and Ventilating Company. Grades enrolled are from first to sixth inclusive. Building can be emptied by fire drill in less than a minute. Seating capacity, 430.

### **Union School.**

Located on the south-west corner of Seventeenth and Jacob streets. Destroyed by fire February 3d, 1908. Brick building with slate roof, main portion of which was erected in 1870; the remainder in 1890. This was one of the oldest buildings in the city and was originally a three-story building. When the addition was built in 1890, the third story was abandoned for school room purposes. It contained thirteen school rooms, two recitation rooms, one office, one manual training shop, one domestic science kitchen. There were three stairways leading from first to second floor. From the first or main floor there were four exits, with two others of easy access through the basement. All exits except those through the basement opened outward. Heated by hot air furnaces, gravity system. Building could be emptied by fire drill in less than one minute. Contained all eight grades. Seating capacity, 700.

### **Centre School.**

Located on Chapline street between Twenty-second and Twenty-third streets. Three-story brick building with tin roof, erected in 1881. Contains thirteen school rooms, one recitation room, and an office room. All school rooms are occupied. There are four exits, all of which open outward. Six of the school room doors open outward and seven open inward. Three stairways from first floor to second, and one from second floor to third. The building is heated by mechanical fan system of the American Warming and Ventilating Company. Bartlett Thermostatic regulation of temperature. This building contains eight grades, from first to eighth inclusive. The seating capacity of the building is 570.

### **Webster School.**

Located on Eoff street and extending from Twenty-sixth street to Twenty-seventh.

The Webster School building is a two-story brick building with slate roof, one part of which, containing twelve rooms, was erected in 1892, and the other part, containing eight rooms, in 1893. In addition to the twenty school rooms mentioned, there is an office, a class room, and a small room for supplies. There are four stairways to the second floor and four exits from the first floor. All doors open outwardly and the building can be emptied of all pupils by the fire drill within the space of one minute. The heating and ventilation is by the mechanical fan system of the American Warming and Ventilating Company, with Bartlett Thermostatic regulation. School contains eight grades, and has a seating capacity of 960.

### **Ritchie School.**

Located on the south-east corner of Thirty-seventh and Woods streets. The original building of this school was erected in 1872; an eight-room addition was built in 1901. The older portion is three stories in height; the newer, two stories. The entire building contains twenty school rooms, two recitation rooms and the principal's office. Four school

rooms and one recitation room are on the third floor. There are five stairways from the first to second floor and two from the second to the third floor. There are five exits, and all doors open outward. Two systems of heating are used. The newer portion of the building is heated by the mechanical fan system of the American Warming and Ventilating Company, while the older portion is heated by a hot air gravity system. It requires about one and one-half minutes to empty the building with the fire drill. The school has eight grades of pupils and the seating capacity is 900.

#### **Ritchie Annex.**

Located on the north-east corner of Forty-fourth and Eoff streets. Was built in 1893 and contains eight school rooms and one small supply room. The building is two stories in height, four rooms on each floor. There are two stairways to the second floor and three exits from the building. All doors open outward. Heated and ventilated by Smead, Wills and Company system. Building contains first to fifth grades inclusive. Pupils passing into the sixth grade attend Ritchie School at Thirty-seventh street. Seating capacity, 365.

Within the present year this school has been given the name of McKinley School.

#### **Lincoln School.**

Located on the north-east corner of Tenth and Chapline streets. Two-story brick building with slate roof, erected in 1893. Contains eight school rooms, one recitation room and one office. Two stairways lead from first floor to the second. Two exits, one in front, one in rear, opening outward. School room doors open outward. Heating and ventilating by the Smead system. Only five of the eight school rooms are in use. School consists of eight grades and High School. Building can be emptied by fire drill in less than a minute. Seating capacity, 295.

# Constitution of the Wheeling Teachers' Association.

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## ARTICLE I.

### Name and Object.

Section 1. The name of this organization shall be "The Wheeling Teachers' Association."

Sec. 2. The object of this Association shall be to secure for its members whatever advantages—social, intellectual, and professional—can be derived from co-operation; to promote a feeling of fellowship among the teachers, and to create in the community at large a deeper sense of the importance of the interests which they represent.

## ARTICLE II.

### Membership.

Any teacher or supervising officer of the Wheeling Public School may become a member of the Association by signing the Constitution and By-Laws, and paying the required fees.

## ARTICLE III.

### Officers and Their Duties.

Sec. 1. The officers of the Association shall be a President, a Vice-President, a Secretary, a Treasurer, and an Executive Committee. These officers shall continue in office one year.

Sec. 2. The duties of these officers shall be such as are usual in their respective offices.

Sec. 3. The annual election of officers shall be held at the October meeting. Nominations and elections shall be by ballot. Nominations by a majority shall be declared an

election, otherwise the nominees shall be the two members having the largest number of votes.

Sec. 4. The Executive Committee shall consist of the President, Vice-President, Secretary, and the Treasurer of the Association, together with one representative from the Ward Schools of the city—numbers 1, 3, 4, 5, 6, 7, and 8, to be chosen by the teachers of the respective schools. This committee shall have the power to transact any business which in the judgment of the President is not necessary to be brought before the Association for consideration.

## ARTICLE IV.

### Amendments.

This Constitution and By-Laws may be amended at any meeting of the Association by a three-fourths vote of the members present, provided that said amendment shall have been proposed in writing at a previous meeting.

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## BY-LAWS.

Section 1. Two regular meetings of the Association shall be held each year, viz.: on the third Friday in October and the third Friday of April.

Sec. 2. Special meetings shall be held at the call of the President, or on the written request of five (5) members.

Sec. 3. There shall be an entrance fee of one dollar (\$1.00), which shall include dues for the first year; but all persons who become members before the regular meeting in October, 1906, shall be considered charter members, and shall not be required to pay an entrance fee.

Sec. 4. The dues shall be one dollar (\$1.00) per year, payable in advance on or before the regular meeting in October.

Sec. 5. The names of members who have not paid the annual dues on or before the third Friday in October of each year shall be dropped from the roll and their membership

shall cease from that date, but such membership may be renewed by the payment of all the arrearages and the annual dues.

Sec. 6. Twenty-five members shall constitute a quorum to transact business, but a smaller number may adjourn from time to time.

Sec. 7. The following shall be the Order of Business at all regular meetings of the Association:

1. Roll Call.
2. Reading of Minutes of the Previous Meeting.
3. Reports of Committees.
4. Unfinished Business.
5. Consideration of New Business.

Sec. 8. Robert's Rules of Order shall govern the Association in all points not herein provided for.



## Graduates of High School.

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### CLASS OF 1898.

Beall, Emma D.....	(Student) Morgantown, W. Va.
Caldwell, Mary .....	Wheeling, W. Va.
Comerford, Agillia Franzell.....	Wheeling, W. Va.
Crago, Laura E.....	Wheeling, W. Va.
Emery, Frances Blanche.....	Sistersville, W. Va.
Ferguson-Handy, Lulu Marcia.....	Wheeling, W. Va.
Hanauer-Hipkins, Carrie H.....	Wheeling, W. Va.
McGranahan, Bess .....	Wheeling, W. Va.
McKinley, Mamie.....	Wheeling, W. Va.
McNash, Lydia. ....	Wheeling, W. Va.
Morgan-Vester, Doretta A.....	Wheeling, W. Va.
Murrin, Lillian Agnes.....	Wheeling, W. Va.
Reich-Herzberg, Grace .....	Wheeling, W. Va.
Richardson-Colvin, Margaret M.....	Wheeling, W. Va.
Rothermund, Bertha A.....	Wheeling, W. Va.
Shields-Lockyer, Jessie A.....	Wheeling, W. Va.
Tracy, Bettie M.....	Wheeling, W. Va.
Wells, Lida O.....	Wheeling, W. Va.
Yager, Mary L.....	Athens, W. Va.
Leiner, Edward C.....	Wheeling, W. Va.

### CLASS OF 1899.

Bowers, Ella Mae.....	Wheeling, W. Va.
Brown, Ella Mae.....	Elm Grove, W. Va.
Burt-Irwin, Jeannette McKelvey.....	Wheeling, W. Va.
Doddridge-Paull, Catherine Elizabeth.....	Woodsdale, W. Va.
Dudley, Margaret Mae.....	Wheeling, W. Va.
Fendt, Grace Elizabeth.....	Wheeling, W. Va.
Friery, Margaret Josephine.....	Wheeling, W. Va.
Graham-Kimberland, Mary Antoinette.....	Wheeling, W. Va.
Hannan-Rennard, Katherine Wilder.....	Wheeling, W. Va.
Haynes-Howe, Ella Curtis.....	Wheeling, W. Va.
Jepson, Isabella Harwood.....	Wheeling, W. Va.

McCoy-Myler, Bertha Williams.....	Pittsburg, Pa.
Mayer, Olga Elfrida.....	Wheeling, W. Va.
Miller-Heburn, Adaline Charlotte.....	Wheeling, W. Va.
Murrin, Maud .....	Wheeling, W. Va.
Petticord, Etta Mae.....	Valley Grove, W. Va.
Pickett-Rardin. Clementine .....	Wheeling, W. Va.
Rice, Ruth Curtis.....	Woodlawn, W. Va.
Schwarm, Grace Barbara .....	Wheeling, W. Va.
Sonderman, Stella .....	Wheeling, W. Va.
Speil, Alma .....	Wheeling, W. Va.
Stobbs-Workman, Flossie.....	Bellaire, Ohio.
Wayman, Mary Agnes.....	Wheeling, W. Va.
Weitzel-Rose, Annie Marie.....	Wheeling, W. Va.
Wincher, Lillian Minerva.....	Wheeling, W. Va.
Graham, Alfred Tippet.....	Wheeling, W. Va.
Gwynn, Walker .....	Norfolk, Virginia.
Miller, Harry Merle.....	Coalinga, California.
Rhoades, George Carroll.....	U. S. Navy.
Springer, John Forest.....	Wheeling, W. Va.

#### CLASS OF 1900.

Alexander, Anna Emmaline.....	Wheeling, W. Va.
Bebout, Ada Vieve.....	Wheeling, W. Va.
Bender, Anna Adelia.....	Wheeling, W. Va.
Bender, Laura Katherine .....	Wheeling, W. Va.
Bowman, Malinda.....	Wheeling, W. Va.
Crosby-Bone, Evelyn Mae.....	Wheeling, W. Va.
Ervin-Sutton, Luella Maude.....	Wheeling, W. Va.
Finney, Dora Dawn.....	Unknown
Fisher-Craft, Ada Lou.....	Triadelphia, W. Va.
Gaughan, Grace Alice .....	Deceased
Grabe-Brockhardt, Lillian Magdalena.....	Wheeling, W. Va.
Handlan-Hoge, Blanche.....	Clarksburg, W. Va.
Hastings, Lou Elson.....	Wheeling, W. Va.
Howell, Grace Evans.....	Wheeling, W. Va.
Huseman-Humphrey, Nell.....	Martins Ferry, Ohio.
Kraft-Stein, Irma .....	Wheeling, W. Va.
McConnell, Clara Virginia.....	Wheeling, W. Va.
McKeen, Mary Elizabeth.....	Wheeling, W. Va.

McKelvey-Rickey, Annie Lytton.....	Deceased.
McMorris, Addie .....	Deceased.
Meyer-Ellsworth, Katherine Alberta.....	Wheeling, W. Va.
Mix-McCready, Olive Emma.....	Nogales, Arizona.
Nichols-Waddell, Etta Grace.....	Leatherwood, W. Va.
Osborn-Hubbard, Carrie Bullard.....	Wheeling, W. Va.
Parker, Blanche .....	Wheeling, W. Va.
Parker-Webster, Etta Mae.....	Wheeling, W. Va.
Ross, Martha Clark.....	Wheeling, W. Va.
Schrader, Emma Louise.....	Wheeling, W. Va.
Summers, Grace Edith.....	DeHaven, Pa.
Wallace, Cora Eva.....	Deceased.
Younginger, Lida May.....	Wheeling, W. Va.
Anderson, Frank Ray.....	Beech Bottom, W. Va.
Armbruster, Eugene.....	Raleigh, N. C.
Brennan, John Harold.....	Wheeling, W. Va.
Clark, Walter Brown.....	Wheeling, W. Va.
Clyker, George Ambert.....	Wheeling, W. Va.
Steinhauser, Emanuel .....	Wheeling, W. Va.
Vieweg, Max William.....	Wheeling, W. Va.
Westwood, Edward Lee.....	Wheeling, W. Va.

#### CLASS OF 1901.

Baguley, Gene Tyler.....	Wheeling, W. Va.
Bremer, Lillian Mae.....	Wheeling, W. Va.
Courtrite-Dobbs, Mary Edith.....	Wheeling, W. Va.
Danvers-Mallory, Gardner Thornton.....	Wilkinsburg, Pa.
Davis, Louella.....	Wheeling, W. Va.
Ellsworth-Rogers, Essie Florence.....	McMechen, W. Va.
Fette-Dobbs, Clara .....	Wheeling, W. Va.
Franzell, Agillia Maria.....	Wheeling, W. Va.
Hutchinson, Harriet Virginia.....	Woodsdale, W. Va.
Kindelberger, Mary Louise.....	Wheeling, W. Va.
Martin, Nellie Blanche.....	Wheeling, W. Va.
Prosser, Harriet .....	Steubenville, Ohio
Radcliffe-Zoeckler, Neola .....	Wheeling, W. Va.
Riley-Dewe, Fannie.....	Belleville, Ohio.
Row-Arbenz, Emma.....	Pleasant Valley, W. Va.
Scharf, Estella Morrisou.....	Wheeling, W. Va.

Schraeder, Katherine Lindsey.....	Deceased.
Shirk, Clara Elsie.....	Edgington Lane, W. Va.
Springer-Smith, Lucinda Louise.....	Wheeling, W. Va.
Stanton-Taggart, Mary Kinsey.....	Phoenix, Arizona.
Tisher, Ethel Ray.....	Wheeling, W. Va.
Tomlinson, Jesse Clare.....	Wheeling, W. Va.
Crawford, Rodney Rush Swope.....	Wheeling, W. Va.
Hammond, Clyde Ellsworth.....	Pittsburg, Pa.
Hanes, James Edward, Jr.....	Trinidad, Colo.
Henderson, Thomas Elwood.....	Frostburg, Md.
Hesse, Alfred .....	Clarksburg, W. Va.
Marsh, George Curtis.....	Deceased.

### CLASS OF 1902.

Brandfass-Fleming, Minnie Elsie.....	Denver, Colo.
Beans, Nannie Blaine.....	Wheeling, W. Va.
Bodenstein, Lillian Maria.....	Wheeling, W. Va.
Daum, Anabelle .....	Wheeling, W. Va.
Franke, Elva Marie.....	Wheeling, W. Va.
Fulton-McCluskey, Jessie Belle.....	Hingham, Mass.
Gieseler, Minnie Louisa.....	Wheeling, W. Va.
Grabe, Doretta .....	Pleasant Valley, W. Va.
Harvey, Ida Francis.....	Wheeling, W. Va.
McGuigan, Sara Margaret.....	Wheeling, W. Va.
Otto, Alice Eliza.....	Wheeling, W. Va.
Reese-Davis, Nellie Baron.....	Wheeling, W. Va.
Stewart, Minnie Clifton.....	Wheeling, W. Va.
Tomlinson, Bertha Kathryn.....	Wheeling, W. Va.
Uthman-Arnold, Edna Rachel.....	Wheeling, W. Va.
Walters, Helen Margaret .....	Wheeling, W. Va.
Whitehead-Wells, Estella .....	Wheeling, W. Va.
Wilde-Holliday, Helen Lees.....	Parkersburg, W. Va.
Wilkinson, Isabella Howard.....	Pleasant Valley, W. Va.
Conrad, Harry Anton.....	Wheeling, W. Va.
Cowl, Harry Claytor.....	St. Albans, W. Va.
Dailey, Harry Lee.....	Wheeling, W. Va.
Emsheimer, Herbert.....	(Student) New York City, N. Y.
England, William Worrell.....	Wheeling, W. Va.
Glass, Robert Gibson.....	Wheeling, W. Va.

Koller, Orion Sylvester.....Wheeling, W. Va.  
Minkemeyer, John James.....Wheeling, W. Va.  
Monroe, John Neer.....Wheeling, W. Va.  
Weichsel, William Henry.....Wheeling, W. Va.

### CLASS OF 1903.

Anderson, Katheryn Merle.....Wheeling, W. Va.  
Bremer, Ella Elizabeth.....Denver, Colo.  
Browne, Gertrude Clyker.....Wheeling, W. Va.  
Buss, Wilhelmina Grace.....Wheeling, W. Va.  
Carney, Ella Vincentia.....Deceased.  
Cowden, Helen McClure.....Wheeling, W. Va.  
Eskey, Bessie May.....(Student) Wellesly, Mass.  
Evans-Lynch, Olive Mary.....Granite City, Ill.  
Harkins, Blanche Christine.....Wheeling, W. Va.  
Hugus, Eleanor .....Elmwood, W. Va.  
Jackson-George, Grace Mae.....Wheeling, W. Va.  
McCullough, Bessie .....Wheeling, W. Va.  
Meek, Mary .....Wheeling, W. Va.  
Pebler, Elizabeth .....Wheeling, W. Va.  
Rahr, Mabel Wallace.....Wheeling, W. Va.  
Row, Sarah Ann.....Pleasant Valley, W. Va.  
Seybold, Sibella Elizabeth.....Wheeling, W. Va.  
Stroebel, Clara E. Christine.....Pleasant Valley, W. Va.  
Westwood, Ethel Marie.....Wheeling, W. Va.  
Williams, Ethel Amelia.....Park View, W. Va.  
Wiltsie-Baker, Charlotte Frances.....Wheeling, W. Va.  
Berry, John Charles.....(Student) Cambridge, Mass.  
Bowers, Charles Albert.....(Student) Baltimore, Md.  
Meder, Harry Albert.....Wheeling, W. Va.  
Mitchell, Harbour .....Pittsburg, Pa.  
Pollack, John Daniel.....Chicago, Ill.  
Shirk, Earl Millner.....(Student) Columbus, Ohio.  
Vieweg, George Bowers.....(Student) Morgantown, W. Va.

### CLASS OF 1904.

Berghoff, Alice Catherine.....Wheeling, W. Va.  
Bolton, Alma Laura.....Wheeling, W. Va.  
Brandfass, Alma Emma.....Wheeling, W. Va.

Browne, Blanche Arthur.....	Wheeling, W. Va.
Brunhaus, Ettie Louise.....	Wheeling, W. Va.
Burt, Helen Ashton.....	(Student) New York City, N. Y.
Comerford, Emily Woods.....	Wheeling, W. Va.
Eberlein-Steger, Bertha Delila Ray.....	Bellaire, O.
Edie, Glenn.....	Macon, Ga.
Fischer-Kincheloe, Elsie Belva.....	Wheeling, W. Va.
Fulton, Mary Leah.....	Wheeling, W. Va.
Gillespy, Elizabeth Deville.....	Wheeling, W. Va.
Lobenstein, Clara Pauline.....	Wheeling, W. Va.
Rogers, Myrtle Ball.....	Wheeling, W. Va.
Roth, Gertrude Elizabeth.....	Wheeling, W. Va.
Schenck, Shirley Louise.....	Wheeling, W. Va.
Schnepf, Ada Magdalena.....	Wheeling, W. Va.
Schwarm, Clara Petticrew.....	Wheeling, W. Va.
Strasser, Verda Elizabeth.....	Wheeling, W. Va.
Willans-Franzell, Agnes Louise.....	Kirkwood, Ohio.
Wood, Mae Pearl.....	Wheeling, W. Va.
Zinn, Gertrude Frazier.....	Wheeling, W. Va.
Dowler, Frank Thomas.....	Warwood, W. Va.
Rogers, Chester Prince.....	Wheeling, W. Va.
Spears, Harry Ferguson.....	Wheeling, W. Va.

#### CLASS OF 1905.

Bullard, Eugenia Florence.....	Triadelphia, W. Va.
Chew, May Myrtle Morrison.....	Wheeling, W. Va.
DeGant, Stella Cecilia.....	Wheeling, W. Va.
Ellis, Mary LeVerne.....	Wheeling, W. Va.
Evans, May .....	Wheeling, W. Va.
Fette, Edna Elizabeth.....	Wheeling, W. Va.
Garden, Helen Mary.....	Wheeling, W. Va.
Gillespy, Gertrude Amanda.....	Wheeling, W. Va.
Hupp, Carolene Louise.....	Wheeling, W. Va.
Hutchins, Catherine Sheldon.....	Charleston, W. Va.
Kraft-Bing, Blanche Jeannette.....	Anderson, Indiana.
Rahr, Rebecca Anderson.....	Wheeling, W. Va.
Roberts, Loella.....	(Student) Fairmont, W. Va.
Ulfig, Louisa Augusta.....	Wheeling, W. Va.
Varney, Georgia Myra.....	Haddon Heights, N. J.



Wilkinson, Alice Irwin.....	Woodlawn, W. Va.
Wood, Nellie Lavinia.....	Wheeling, W. Va.
Allen, Hugh Miller.....	Wheeling, W. Va.
Berry, Curtis Sterritt.....	Little Hocking, Ohio.
Buckman, Herbert .....	Wheeling, W. Va.
Cummins, George Harold.....	(Student) Morgantown, W. Va.
Dyer, Carl De Witt.....	Wheeling, W. Va.
Graham, Oliver Crawford.....	Wheeling, W. Va.
Knoke, Frank Louis.....	Wheeling, W. Va.
Kraft, Louis Clement.....	(Student) Ann Arbor, Mich.
Monroe, Harry Scott.....	Cincinnati, Ohio.
Ninness, Fred .....	Wheeling, W. Va.
Roberts, Lakin Fiske.....	(Student) Morgantown, W. Va.
Spargo, James Earl.....	Wheeling, W. Va.
Speil, Ernest Herbert.....	Minneapolis, Minn.
Tomlinson, John Dana.....	Wheeling, W. Va.

#### CLASS OF 1906.

Barton, Virginia Evelyn.....	Wheeling, W. Va.
Bayha, Anna Eliza.....	(Student) Columbus, Ohio.
Brandfass, Adelia .....	Wheeling, W. Va.
Cooke, Elizabeth.....	(Student) Cincinnati, Ohio.
Fillmer, Margaret .....	Wheeling, W. Va.
Fredericks, Clara Dorothy.....	Wheeling, W. Va.
Hagerman, Birdie Margaret.....	Wheeling, W. Va.
Hobbs, Emily .....	Wheeling, W. Va.
Knox, Virginia Fay.....	Wheeling, W. Va.
Mayer, Julia .....	Wheeling, W. Va.
McConnell, Shirrell Zelda.....	Wheeling, W. Va.
McCoy, Sue .....	Wheeling, W. Va.
McNabb, Margaret May.....	Wheeling, W. Va.
Pracht, Myra Ann.....	Wheeling, W. Va.
Pryor, Metta Helena.....	Wheeling, W. Va.
Reed, Margaret Ethel.....	Wheeling, W. Va.
Riester, Mary Watson.....	Wheeling, W. Va.
Rose, Anna Gibson.....	Wheeling, W. Va.
Schnepf, Emma Anna.....	Wheeling, W. Va.
Wagner, Rena Mary.....	Wheeling, W. Va.
Wincher, Laura Dorothea.....	Wheeling, W. Va.



Alexander, Earl Oliver.....Cincinnati, Ohio.  
Bauer, George Carl.....(Student) Pittsburg, Pa.  
Bremer, Grover Alfred.....Wheeling, W. Va.  
Brennan, James Bernard.....Wheeling, W. Va.  
Bullard, Archie Hupp.....(Student) Morgantown, W. Va.  
Coffey, Lewis Gerard.....(Student) New Concord, Ohio.  
Etz, Carl Frederick.....Wheeling, W. Va.  
Henderson, Charles Duncan.....Wheeling, W. Va.  
Kendall, Carl Swearer.....Wheeling, W. Va.  
Krauskopf, Edward Ferdinand.....Wheeling, W. Va.  
Metzner, William Henry.....Elxton, Colo.  
Schmeichel, Oscar Alfred Fred.....Wheeling, W. Va.  
Seybold, Harry Nicholas.....Wheeling, W. Va.

#### CLASS OF 1907.

Bond, Jennie Mayburry.....(Student) Philadelphia, Pa.  
Harburger, Tena Eleanor.....Wheeling, W. Va.  
Hissom, Marie Louise.....Wheeling, W. Va.  
Hugus, Annie.....(Student) Delaware, Ohio.  
McCracken-King, Laura Agnes.....Wheeling, W. Va.  
Montgomery, Flora.....(Student) Morgantown, W. Va.  
Neal, Margaret Augusta.....Wheeling, W. Va.  
Olmstead, Hazel.....Woodlawn, W. Va.  
Ruff, Hilda Anna.....Wheeling, W. Va.  
Taylor-Young, Mary Katherine.....Wheeling, W. Va.  
Wiestling, Helen Merwin.....(Student) Morgantown, W. Va.  
Wilkinson, Emma Eugenia.....Woodlawn, W. Va.  
Anderson, Harold Denio.....(Student) Granville, Ohio.  
Callendine, George Weirich.....Wheeling, W. Va.  
Devore, Leland Swarts.....(Student) West Point, N. Y.  
Foose, Charles Ellsworth.....Wheeling, W. Va.  
Murray, William James.....Wheeling, W. Va.  
Schwarm, Luther.....(Student) Springfield, Ohio.

#### CLASS OF 1908.

Baumann, Alma Barbara.....Wheeling, W. Va.  
Bullard, Augusta Genevieve.....Buena Vista, Va.  
Carney, Mamie Vencentia.....Wheeling, W. Va.  
Clyker, Maria Louise.....Wheeling, W. Va.

Connelly, Edith Korner.....	Wheeling, W. Va.
Cowan, Anna Rosalia.....	Wheeling, W. Va.
Devine, Lois Virginia.....	(Student) Grand Forks, N. Dak.
Digby, Helen Percival.....	Wheeling, W. Va.
Dryden, Mary Vietta.....	Wheeling, W. Va.
Exley, Charlotte .....	Wheeling, W. Va.
Hilton, Anna May.....	Wheeling, W. Va.
Kell, Laura.....	Wheeling, W. Va.
Kennen, Frances Charlotte.....	Wheeling, W. Va.
Linch, Jessie Florence.....	Wheeling, W. Va.
Martin, Ethel Margaret.....	Wheeling, W. Va.
Miller, Edna Elizabeth.....	Echo Point, W. Va.
Miller-Henderson, Emily Patterson.....	Wheeling, W. Va.
Moore, Bess May.....	Wheeling, W. Va.
McGranahan, Ethelyn Beatrice.....	Wheeling, W. Va.
Niebur, Bertha Elizabeth Sophia.....	Wheeling, W. Va.
Osburn, Helen Eugenia .....	(Student) Chambersburg, Pa.
Pracht, Lon Louise.....	Wheeling, W. Va.
Reizenstein, Myrtle Bertha.....	Wheeling, W. Va.
Schellhase, Miriam Dean.....	Wheeling, W. Va.
Schwinn, Margaret Elsielee.....	Elkins, W. Va.
Voight, Anastasia .....	Wheeling, W. Va.
Wiestling, Helen Merwin....	(Student) Morgantown, W. Va.
Wendel, Clara Emma.....	Wheeling, W. Va.
Wood, Bess .....	Wheeling, W. Va.
Barth, Henry Schmulbach.....	Wheeling, W. Va.
Bruhn, Harrison .....	Wheeling, W. Va.
Colvig, Algernon Lester.....	Wheeling, W. Va.
Hare, Edgar Scheele.....	San Antonio, Texas.
Hoge, Arthur Kenworthy.....	Wheeling, W. Va.
Holden, Guy Emerson.....	(Student) Washington, Pa.
Holt, John Howard, Jr.....	Moundsville, W. Va.
Hughes, Thomas.....	(Student) Meadville, Pa.
Hupp, John Cox.....	(Student) Philadelphia, Pa.
Johnson, John Bernard.....	Wheeling, W. Va.
King, Harry William, Jr.....	(Student) Morgantown, W. Va.
Megrail, Emerson.....	(Student) Washington, Pa.
McCluskey, William Oliver, Jr.....	(Student) Pittsburg, Pa.
Pugh, Clyde Charles.....	(Student) Morgantown, W. Va.

Sander, Frank Vanderslice.... (Student) Morgantown, W. Va.  
Schnelle, Karl Benjamin..... Wheeling, W. Va.  
Watkins, Marsh ..... (Student) Morgantown, W. Va.  
Wilkinson, Howard Paul, Jr..... Woodlawn, W. Va.

## Graduates of Lincoln High School

### CLASS OF 1898

Walker-Kent, Mamie ..... Wheeling, W. Va.  
Gardiner-Winter, Pernolia ..... Wheeling, W. Va.  
Redman-Smith, Anna ..... Portsmouth, Ohio  
Doffmyer-Spriggs, Lulu ..... Monessen, Penn.

### CLASS OF 1899

Heyman, Vergie ..... Wheeling, W. Va.  
Berry, Lillian ..... Wheeling, W. Va.  
Hilton, Lucy ..... Deceased  
Gardiner, Lulu ..... Chicago, Ill.  
Brown, Laura ..... Wheeling, W. Va.  
Berry, Ernest ..... Wheeling, W. Va.

### CLASS OF 1900

Fields-Sawyer, Mamie..... Wheeling, W. Va.  
Jones, Regenia ..... Wheeling, W. Va.  
McMechen, Ethel ..... Wheeling, W. Va.  
Lee-Williams, Georgiana..... Boston, Mass.  
Glasgow-Jones, Ora..... Wheeling, W. Va.

### CLASS OF 1901

Mason, Marcellus ..... Chicago, Ill.  
Baldwin, Earl ..... Detroit, Mich.  
Monroe, Daniel ..... Wheeling, W. Va.  
Bumry-Sommerville, Katie ..... Cleveland, Ohio

### CLASS OF 1902

Marshall, Etta ..... Wheeling, W. Va.  
Wilson, Regenia ..... Wheeling, W. Va.

### CLASS OF 1903

Glasgow-Johnson, Lavenia ..... Wheeling, W. Va.

### CLASS OF 1904

McMechen, Harry ..... (Student) Howard University  
Rainbow, Henry ..... (Student) Oberlin, Ohio

### CLASS OF 1908

Mason, Maud ..... Wheeling, W. Va.











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